



**ANTIOCH
UNIVERSITY**

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Catalog Home

Use of This Catalog:

Thank you for visiting the Antioch University Academic Catalog 2022-2023. The programs, policies and fees contained in this catalog are effective for July 1, 2022 through June 30, 2023 (and for all offerings associated with the Summer 2022 term where it starts before July 1). This Catalog is provided, in part, to summarize current curricula, course offerings, tuition rates, fees, and the university policies affecting your rights and responsibilities as a student. Full policy details may be found on the University website at www.antioch.edu/policies. (Throughout this catalog, individual University policies are referenced by number.)

Please note that academic program requirements detailed in this catalog apply to students who matriculate from Summer 2022 - Spring 2023. Requirements may change over time, and students are responsible for program requirements from their catalog of entry. To review these requirements, please use this link to Antioch's catalog archive <https://www.antioch.edu/departments/registrar/academic-catalog-archive/>.

The University reserves the right, in its sole discretion, to amend or remove current policies, to adopt new policies as it deems necessary or appropriate, or to update the academic calendar, the tuition refund policy, the curriculum or course offerings (including but not limited to course schedules, locations, instructors and modalities) during the current catalog year. Normally, changes will be published with 30 calendar days' notice prior to the effective date; however, the University reserves the right to make changes without notice, as circumstances require. Students are encouraged to review the online catalog periodically for future amendments and to monitor their Antioch email account for notification of changes.

Published: 5/31/2022

Updated: 6/24/2022, 8/22/2022, 9/12/2022

Welcome to Antioch University!



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

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

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

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

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

We have accomplished so much in our 170 years. Our students, alumni, and faculty are engaged in important and critical efforts in advancing democracy, social justice, and achieving victories for humanity. But there is still more work to be done.

As a university, we have a moral obligation to stand up for our values and to advocate for change. Our work must extend beyond our classrooms and into our communities through engaged scholarship, advocacy, and service. We are working toward becoming a genuinely anti-racist University, both internally and externally. We support peaceful protesters and

demonstrators in the Black Lives Matter movement who have raised their collective voices against racial injustice, systemic racism, and white supremacy. We are engaging in honest self-assessment, and are taking corrective action and affirmative steps toward becoming the anti-racist and pro-inclusive institution we all want it to be.

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

The world needs you more than ever.

We are glad you are here.

With all best wishes,
Bill Groves
Chancellor
Antioch University

About Antioch University

Overview

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

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

Location and Unit Information

All in-person classes for each location are offered at the addresses noted below. *(updated 9/12/22)*

Antioch University Graduate School of Leadership and Change

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

Antioch University Los Angeles

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

Antioch University New England

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

Antioch University Online and Extended Programs

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

Antioch University Santa Barbara

602 Anacapa Street
Santa Barbara, CA 93101
805-962-8179
<https://www.antioch.edu/santa-barbara/>

Antioch University Seattle

2400 3rd Ave, Suite 200

Seattle, WA 98121

206-441-5352

<https://www.antioch.edu/seattle/>

Mission, Vision, Values and Core Attributes

Our Mission

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

Our Vision

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

Our Core Values

Excellence in Teaching and Learning

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

Nurturing Student Achievement

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

Supporting Scholarship and Service

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

A Commitment to Social Engagement

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

Building and Serving Inclusive Communities

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

Our Core Attributes

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

Self

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

Community

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

Action

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

Statement of Commitment, Inclusion & Diversity

In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment. Moving beyond tolerance toward inclusion and the celebration of our differences, we will courageously embrace any resulting challenges as they arise, recognizing that the responsibility for this rests with each and every member of the community. We assert that we will move expeditiously toward our goals through an ongoing commitment to courageous self-examination and respectful and honest interactions, which will lead us to the creation of formal and informal structures, policies, programs, and services that will give life to these ideals on our campuses and as we touch the world around us.

Accreditation

University Accreditation

Antioch University is accredited by the Higher Learning Commission (HLC). The Higher Learning Commission is an independent corporation that was founded in 1895 as one of six institutional accreditors in the United States. HLC accredits degree-granting postsecondary educational institutions in the 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/>

State Approvals

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

Washington Student Achievement Council

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

New Hampshire Department Education - Division of Higher Education
101 Pleasant Street, Concord NH 03301, 603-271-2494

California Bureau of Private and Postsecondary Education
1747 N. Market Blvd. Ste 225 Sacramento, 95798
(888) 370-7589 or by fax (916) 263-1897
(916) 431-6959 or by fax (916) 263-1897
www.bppe.ca.gov

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

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

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

Specialized Program Accreditation and Approvals

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

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

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

Approvals for Programs in Psychology and Counseling

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

- PhD in Couple and Family Therapy **New England**
- Master of Arts in Couple and Family Therapy **New England**
- Master of Arts in Couple and Family Therapy **Seattle** *(updated 8/22/22)*

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

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

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

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

Other approvals in Psychology and Counseling

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

Approvals for Programs in Environmental Studies

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

- Master of Science in Resource Management and Administration
- Master of Science in Resource Management and Administration with a concentration in International Sustainable Development and Climate Change

Master of Science in Environmental Studies with concentrations in

- Conservation Biology
- Environmental Education
- Sustainable Development and Climate Change
- Advocacy for Social Justice and Sustainability
- Science Teacher Certification
- Self-designed Studies

Approvals for Programs in Education and Educator Preparation

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

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

Master of Arts in Education

- with Environmental and Sustainability Endorsement
- with Library Media
- with Teacher Preparation: K-8
- with Alternative Route to Teacher Certification

Certificate

- Alternative Route to Teacher Certification

Endorsements

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

California Commission on Teacher Credentialing (CTC) has approved these educator preparation programs until Fall 2022:

Master of Arts

Education/Leadership and Change **Los Angeles**

Education w/Mild/Moderate Credential **Los Angeles**

Education w/Mild/Moderate Credential **Santa Barbara**

Education w/Social Justice and Educational Leadership **Santa Barbara**

Education w/Teacher Credentialing **Los Angeles**

Education w/Teacher Credentialing **Santa Barbara**

Credentials

Teacher Induction **Los Angeles**

Teacher Induction **Santa Barbara**

Education Specialist Mild/Moderate Credential **Los Angeles**

Education Specialist Mild/Moderate Credential **Santa Barbara**

Multiple Subject Credential **Los Angeles**

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

Master of Education

Elementary Education (K-6)

Elementary Education; Elementary and Early Childhood (K-6)

Elementary and Special Education (K-6)

Elementary, Early Childhood, and Special Education (K-6)

Master of Science

Environmental Studies with Life Sciences (grade 7-12)

Environmental Studies with Middle Level Science (grade 5-8)

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	Karen Crist Director of Student Service kcrist@antioch.edu 937-769-1335
Antioch University Los Angeles	Sandy Lee Chief Operations Officer slee2@antioch.edu 310-578-1080 x 447
Antioch University Midwest	Karen Crist Director of Student Services kcrist@antioch.edu 937-769-1335
Antioch University New England	Linda Drake Gobbo Associate Provost ldrakegobbo@antioch.edu 603-283-2354
Antioch University Online	Karen Crist Director of Student Service

	<p>krist@antioch.edu 937-769-1335</p>
<p>Antioch University Santa Barbara</p>	<p>Ryan Kasmier Director of Student Services rkasmier@antioch.edu 805-962-8179 x 5105</p>
<p>Antioch University Seattle</p>	<p>Sue Byers Assistant Provost sbyers@antioch.edu 206-268-4932</p>

Governance & Leadership

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

Executive Team

William R. Groves, Chancellor. JD, The Ohio State University

Laurien Alexandre, Special Advisor to the Chancellor. PhD., University of California--Irvine

Allan Gozum, Vice Chancellor for Finance and Chief Financial Officer. EdD, University of Pennsylvania

Mary Granger, University Counsel. JD, University of Maine

Chet Haskell, Vice Chancellor of Academic Affairs & University Provost. DPA, University of Southern California

Craig Maslowsky, Vice Chancellor for Enrollment Management. EdD, Northeastern University

Maria-Judith Rodriguez, Vice Chancellor for Human Resources. MA, Inter-American University of Puerto Rico; MBA., University of Phoenix

Deans and Provosts

Laurien Alexandre, Dean, Graduate School of Leadership & Change. PhD, University of California, Irvine

Shawn Fitzgerald, Dean, Graduate School of Counseling, Psychology and Therapy and CEO, Antioch University New England. PhD, University of Toledo

Mark Hower, Provost, Antioch University Los Angeles and Antioch University Santa Barbara. PhD, Antioch University

MeHee Hyun, Dean, School of Undergraduate Studies. PhD, University of California, Los Angeles

Ben Pryor, Dean, School of Environmental Studies and CEO, Antioch University Seattle. PhD, Pennsylvania State University

Michael Raffanti, Dean, Graduate School of Education. EdD, Fielding Graduate University; JD, Boston College Law School

Terry Ratcliff, Dean, School of Distance and Extended Education. EdD, University of California, Berkeley

University Administrative Leadership

Mensima Biney, Director, University Campus Admissions. MBA, Nova Southeastern University

Karen Crist, University Director of Student Services. MA, Antioch University

Zephyr Ethier, University Director of Enrollment Services. MBA, Marlboro College

Michelle Finley, Assistant Vice Chancellor for Accreditation and Academic Assessment. PhD, Purdue University

Christine Forte, University Librarian. EdD, Pepperdine University

Rodney Fowlkes, Director of Information Technology and Chief Information Officer. MDiv, Virginia Union University

Melinda Garland, Executive Director, University Marketing. MBA, Antioch University

Michael Greitzer, Director of Strategic Business Alliances. BA, Wittenberg University

Maureen Heacock, University Registrar. PhD, University of Minnesota

Teresa Kaldor, University Director, Office of Institutional Effectiveness. PhD, Pardee RAND Graduate School

Ryan Kasmier, Associate Provost, Antioch University Santa Barbara. EdD, California Lutheran University

Katy Keenan, Executive Director of Budget, Planning & Analysis. BBA, California State University-East Bay

Rachel Keil, University Director for Academic Compliance. PhD, California Institute of Integral Studies

Melissa Kirk, Associate Vice Chancellor of Academic Affairs. EdD, University of Minnesota

Michelle Koppitz, Associate Vice Chancellor of Strategic Partnerships & Expansion Sites. MA, Olivet Nazarene University

Barbara Lipinski, Associate Vice Chancellor for Academic Personnel. PhD, University of Southern California; JD, Southern California Institute of Law

Katy Stahl, University Executive Director of Financial Aid and Scholarships. BA, Central Washington University

Michelle Ward, Manager, Strategic Operations and Initiatives. MA, Antioch University

Jessica Wiltgen, Executive Director of University Admissions. MS, St. Cloud State University

Tony Urban, University Communication Center / Admissions Operations Manager. MA, University of La Verne

Board of Governors

(as of July 1, 2022)

Chair: Holiday Hart McKiernan, Indianapolis, IN

Vice-Chair: Paul Mutty, Seattle, WA

Chancellor and Corporate Secretary: William Groves, (ex-officio)

Governors

- Janice Dewart Bell**, New York, NY
- Teri Cannon**, Berkeley, CA
- Steve Crandall**, Seattle, WA
- Katrin Dambrot**, Bonita Springs, FL
- Lance Dublin**, San Francisco, CA
- Gregory Finkelstein**, Orlando, FL
- Charlene Moore Hayes**, Pikesville, MD
- Carole Isom-Barnes**, Huntersville, NC
- Elsa Luna**, Los Angeles, CA
- James McGill**, Portland, OR
- William Plater**, Indianapolis, IN
- Rich Preyer, III.**, Asheville, NC
- Kiko Suarez**, Zionsville, IN
- Martha Summerville**, New Haven, CT
- Eugene R. Tempel**, Indianapolis, IN
- Lillian Pierson Lovelace** (*governor emerita*), Santa Barbara, CA

2022-2023 Academic Calendar

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

Quarters

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

2022 Summer Quarter	07/05/22	09/17/22
2022 Fall Quarter	10/03/22	12/17/22
2023 Winter Quarter	01/03/23	03/18/23
2023 Spring Quarter	04/03/23	06/17/23

Standard Semester

Used by: AU New England, Individualized MA, Los Angeles Urban Sustainability, EdD

AUNE	2022 Summer Semester	05/07/22	08/26/22
	2022 Fall Semester	08/27/22	12/20/22
	2023 Spring Semester	01/03/23	05/05/23
USMA	2022 Fall Semester	08/27/22	12/20/22
	2023 Spring Semester	01/09/23	05/05/23

EdD	2022 Summer Semester	05/07/22	08/26/22
	2022 Fall Semester	08/27/22	12/16/22
	2023 Spring Semester	01/07/23	05/05/23

Short Semesters (Sessions)

Used by: AU Online Undergraduate, Graduate Management programs, Masters in Human Services Administration

2022 Summer Session A	05/09/22	06/26/22
2022 Summer Session B	07/05/22	08/21/22
2022 Fall Session A	08/29/22	10/16/22
2022 Fall Session B	10/24/22	12/11/22
2023 Spring Session A	01/09/23	02/26/23
2023 Spring Session B	03/06/23	04/23/23

Extended Semester

Used by MFA

2022 Summer/Fall Semester	06/16/22	11/20/22
2023 Winter/Spring Semester	12/08/22	05/14/23

Trimester

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

Summer 2022 Trimester	07/01/22	10/30/22
Fall 2022 Trimester	11/01/22	02/28/23
Spring 2023 Trimester	03/01/23	06/30/23

Annual

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

2022-23 Annual Term	07/01/22	06/30/23
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Admissions

Welcome from Vice Chancellor of Enrollment Management

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

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

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

Sincerely,
Craig Maslowsky
Vice Chancellor for Enrollment Management

Application Process

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

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

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

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

Alternate Admission Policy

In highly exceptional circumstances, Antioch University graduate programs may consider applications from individuals who do not have the required prior degree. At a minimum, applicants who have not completed their undergraduate degrees must have at least two years (90 quarter credits or 60 semester credits) of transcribed, transferrable, undergraduate credits plus significant educational and professional training to be considered for admission. Applicants must

demonstrate that they have the skills, knowledge, and experience to complete graduate-level work.

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

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

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

Accelerated Admission to Graduate Programs

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

Full and Provisional Acceptance

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

If a student is provisionally admitted, provisional requirements are specified in the admissions letter and the student must satisfy these by the stated deadlines and/or prior to registering for a second term. A provisional admission often is contingent upon successful completion of the first

term, with no incompletes or no-credits or fulfillment of outstanding admission requirements such as receipt of final transcripts. Students are responsible for working closely with a faculty advisor and with either the Admissions Office or the Student Services to ensure that provisions are satisfied within the assigned time frame. Once outstanding provisions are satisfied, the student will be fully admitted.

Denial of Admission

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

Deferring Admission

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

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

Although 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 79 (internet test) is required; a minimum IELTS score of 6.5 is required; or a minimum CELSA score of 70 is required. If an applicant has completed at least one year of education in the United States or Canada, demonstration of English language proficiency requirement may be waived
- Academic credentials - Academic credentials received outside of the United States must be formally evaluated for equivalency by an approved foreign credentials evaluation agency and by AU. Foreign credentials evaluation providers generally charge a fee for this service. Applicants with foreign credentials not provided in English will be required to provide an Official English Translation through an approved secondary agency
- Demonstration of sufficient financial support for a minimum of one year of study at the University
- Applicants are required to complete and submit any required forms documenting an applicant's ability to pay the educational and living expenses for an AU educational program, and providing Antioch with the information required to process an I-20
- For applicants already in the United States on a visa - Applicants already in the United States must provide evidence of student status and eligibility to transfer to AU on a student visa. An international student on an F-1 visa transferring from another U.S. school must submit the "Transfer In" form for F-1 Students after having been admitted in writing to Antioch University
- Valid passport and visa information
- Upon arrival in the U.S. a copy of the F1 Visa and a copy of the passport page with D/S stamped to the Principal Designated School Official (PDSO) or Designated School Official (DSO)
- Any additional information that may be required by federal, state, and/or local governments
- If an international student is accepted for enrollment in one of the degree or certificate programs at Antioch University, the AU designated school official will provide guidelines on U.S. immigration forms and steps to apply for a student visa through the U.S. consulate in the applicant's home country. Admission to Antioch University does not guarantee that an admitted international student will receive a student visa. If a student visa is not issued in time for the program start, admission may be deferred until the following term.

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

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

Evaluation of Transfer Credit

Antioch University seeks to maximize 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. Credits used to earn degrees at the same academic level at other institutions are generally not eligible for transfer to Antioch. Protocols regarding the acceptability and applicability of transfer credit are detailed in Antioch's Transfer and Intra-University Credit Policy.

Return from Leave, Re-enrollment and Readmission

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

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

Visiting or Non-Matriculated Students

Visiting or "non-matriculated" students may enroll in some courses for credit without intending to pursue a degree, or in courses to fulfill degree program prerequisites. Visiting students generally register after matriculated students. Class admission is limited to selected courses and is based on space availability and instructor or program approval. Visiting students are not

eligible for financial aid or loan deferments. Limits may be placed on the applicability of credits earned as a visiting student to degrees or certificates. If visiting students subsequently wish to enroll in a degree program, regular application procedures apply.

Antioch University Admissions Leadership and Contact Information

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

Primary Admissions email contact:
admissions@antioch.edu

Primary Admissions phone contact:
937-769-1340

Student Financial Services

Student Financial Services includes the offices of **Financial Aid** and **Student Accounts** and can assist with questions about tuition, financial aid, student refunds, book vouchers, Veterans Benefits / 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 your tuition and fees and the collection of such (both current and past due) for prompt crediting of payments and financial aid to your student account, and for issuing timely refunds of excess aid funds. Student Accounts staff are available when you need special statements and billing services, book vouchers, 1098T Tax Reports and when you want access to additional services.

Tuition and Fees

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

Tuition and fee charges are based both on the program and on the number of credits a student registers for. 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 forwarded to students but rather, once registration is completed, students can view their itemized registration costs online. Once the registration has been submitted, the student should proceed online to remit any necessary payment. Financial aid recipients should only pay the balance not covered by their finalized net aid offer. If acceptable payment arrangements are not in place, students could be assessed a Late Payment Fee.

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

Acceptable financing options of outstanding balances are:

- payment by check, echeck or credit card online
- payment deferment based on pending student loans to cover the total balance due (*be sure to verify online that all steps have been completed for aid to be processed*);
- enrollment in tuition payment plan; or

- approved payment from a qualified third-party payor
- confirmation of 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. Some programs offer "banded tuition," in which a single charge is assessed for registrations in a single term that range between two set credit amounts.

AU Los Angeles	
Undergraduate	Per Term/Per Credit
Bachelors Degree Completion	\$535 / quarter credit
Graduate	Per Term/Per Credit
Teacher Credentialing Program & MA in Education with Teacher Credential	Full-time: \$7,954 / quarter
	Half-time: \$4,499 - \$4,773 / quarter
	Less than half-time: \$794 / quarter credit
MA in Clinical Psychology and Psychological Studies	17 and over units: \$874 / unit for each over 16
	8-16 units: \$8,736 / quarter
	7 units: \$6,115 / quarter
	4-6 units: \$5,247 / quarter
	1-3 units: \$874 / quarter

MFA in Creative Writing	Semesters 1-3: \$9,600 / semester
	Semester 4: \$14,297 / semester
Teaching Creative Writing Certificate	Entire program: \$9,600
MA in Urban Sustainability	\$1,330 / semester credit

AU New England Tuition	
Graduate	Per Term/Per Credit
MA in Clinical Mental Health Counseling	\$916 / semester credit
MA in Clinical Mental Health Counseling (Online)	\$757 / semester credit
MA in Art Therapy and Clinical Mental Health Counseling (Online)	\$757 / semester credit
MA in Dance/Movement Therapy: Couple & Family Therapy	\$1,078 / semester credit
MA in Couple and Family Therapy	\$1,078 / semester credit
MEd in Elementary / Early Childhood Education NH State Licensure Pathway	\$1,078 / semester credit
MEd in Elementary / Special Education NH State Licensure Pathway	\$1,078 / semester credit
MEd in Library Media Specialist & Digital Learning Specialist; NH State Licensure Pathway	\$754 / semester credit
MEd in Digital Learning Specialist; NH State Licensure Pathway	\$754 / semester credit

MEd in Foundations of Education	\$754 / semester credit
MEd Humane Education	\$754 / semester credit
MA in Humane Education	\$754 / semester credit
MEd in Waldorf Teacher Education	\$851 / semester credit
MEd in Waldorf Teacher Education (Year Round delivery) NH State Licensure Pathway	\$851 / semester credit
MEd in Transdisciplinary Studies in Healing Education	\$851 / semester credit
MS in Resource Management and Administration - Leadership & Management of Sustainable Systems	\$1,078 / semester credit
MS in Resource Management and Administration - concentrations in International Sustainable Development & Climate Change, or Sustainable Development and Climate Change	\$1,078 / semester credit
MS in Environmental Studies	\$1,078 / semester credit
Doctoral	Per Term/Per Credit
PhD in Couple and Family Therapy	Year 1 Fall or Spring: \$15,484 / semester
	Year 2 Summer, Fall, or Spring: \$12,261 / semester
	Year 3 Summer, Fall, or Spring: \$9,546 / semester
	Year 4 Summer, Fall, Spring: \$6,831 / semester (by exception)

PsyD in Clinical Psychology	Year 1 Fall and Spring: \$17,481 / semester
	Years 2, 3, 4 Fall and Spring: \$14,216 / semester
	Years 2, 3, 4 Summer: \$7,794 / semester
PhD in Environmental Studies	\$1,442 / semester credit
Certificates	Per Term/Per Credit
All Environmental Studies Certificates	\$754 / semester credit
All Education Certificates (except the following)	\$754 / semester credit
Waldorf Teacher Education Certificate	\$851 / semester credit
Transdisciplinary Studies in Healing Education Certificate	\$851 / semester credit

AU Seattle Tuition	
Undergraduate	Per Term/Per Credit
Bachelors Degree Completion	\$535 / quarter credit
Graduate	Per Term/Per Credit
MA in Education	\$715 / quarter credit
MA in Teaching	\$715 / quarter credit
MA in Counseling- Clinical Mental Health Counseling	\$797 / quarter credit
MA in Couple and Family Therapy	\$797 / quarter credit

MA in Psychology - Art Therapy (CMHC or CFT)	\$797 / quarter credit
MA in Psychology - Drama Therapy (CMHC or CFT)	\$797 / quarter credit
Doctoral	Per Term/Per Credit
PhD in Counselor Education & Supervision	\$868 / quarter credit
PsyD in Clinical Psychology	\$988 / quarter credit
Certificates	Per Term/Per Credit
Culturally Responsive Early Childhood Education Certificate	\$450 / quarter credit

AU Santa Barbara	
Undergraduate	Per Term/Per Credit
Bachelors Degree Completion	\$535 / quarter credit
Graduate	Per Term/Per Credit
MEd & Teaching Credential	\$705 / quarter credit
MA in Education	\$705 / quarter credit
MS or M/M Teaching Credential-Only	\$705 / quarter credit
Induction Program	\$1,275 / quarter
Nature-Based Early Childhood Education Certificate	\$283 / quarter credit
MA in Clinical Psychology	8 - 15 units: \$7,710 / quarter

	4 - 7 units: \$4,625 / quarter
	1 - 3 units: \$770 / quarter unit
Master of Business Administration	\$1,051 / semester credit
Master of Fine Arts	\$891 / semester credit
Doctoral	Per Term/Per Credit
PsyD in Clinical Psychology	\$865 / quarter credit

AU Distance and Extended Program Tuition	
Undergraduate	Per Term/Per Credit
Bachelors Degree Completion - All majors	\$449 / semester credit
Graduate	Per Term/Per Credit
Individualized Master of Arts	\$724 / semester credit
Master in Human Services Administration (MHSA)	\$589 / semester credit
MA in Nonprofit Management	\$589 / semester credit
Master of Business Administration	\$589 / semester credit
Doctoral	Per Term/Per Credit
EdD in Educational & Professional Practice	\$982 / semester credit

Graduate School of Leadership and Change (GSLC) Tuition	
Years 1-3 <i>pre-candidacy</i> *	\$25,752 / year

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

University-Level Fees

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

Antioch University-Level Fees	
Fee type	Amount
Application Fee (may be waived by campus)	\$50
Diploma Replacement	\$30
Enrollment Deposit - low residency doctoral programs	\$500
International Student Fee	\$100/quarter; \$150/semester
Late Payment Fee	\$50
Late Registration Fee	\$100
Returned Check Fee	\$50
Transcript Fee with narratives - (1st Class Mail)	\$17.25
Transcript Fee without narratives - (1st Class Mail)	\$12.25

Transcript Fee - International or Expedited Delivery	\$35 minimum (additional surcharge as needed to cover delivery costs)
Tuition Payment Plan Fee	\$40

Tuition Payment Plan

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

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

Third Party Payor

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

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

The letter must also include:

- Third Party Payor address, contact and phone number
- Student's name/program
- Tuition/fees amounts covered by Third Party
- Reimbursement to Antioch procedure (*i.e.: Company PO required, Tuition bill required, etc.*)
- Additional requirements for reimbursement to Antioch (*i.e.: Course descriptions, Final grades, etc.*)

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

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

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

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

Veterans Benefits / GI Bill (R)

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. (*updated 6/24/22*)

Student Refunds

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

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

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

Direct Deposit

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

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

Annual Tax Statements

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

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

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

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

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

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

Student Health Insurance

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

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

Collection of Outstanding Balances

Antioch University will use all reasonable and customary means to collect past due balances on student accounts. This includes but is not limited to: phone calls from Student Accounts Office staff, letters, 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
- Register early
- Register in accordance with course selection instructions

Financial Aid

Antioch University offers a full range of financial aid services to help students who need financial assistance in order to pursue their studies. The Financial Aid Office 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 Expected Family Contribution (EFC).

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:

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

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>.

Additional Information for Residents of the State of Washington

PL 115-407 VA Payment Addendum

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

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

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 *MyAntioch* under Financial Aid.

Aid Disbursements

All federal and institutional funds are disbursed on a quarterly or semester basis, and are posted directly to the individual'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/>)).

The University Registrar's office reviews student records each term to verify that students are maintaining a satisfactory rate of progress toward completion of their degree. Students are evaluated on the basis of the completion rate for units for which they are officially registered. The FAO reviews students' Satisfactory Academic Progress (SAP) reports from the University Registrar's office to validate financial aid disbursements.

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

Financial Aid Consequences of SAP Warning and Probation

Students must meet minimum credit standards to satisfy the Satisfactory Academic Progress policy. In addition to receiving written notification from the Office of the University Registrar of SAP Warning, students receiving Title IV federal aid will receive a Financial Aid Warning letter from the FAO, with an explanation of the consequences of not meeting the SAP Warning requirements. Steps to return to Good Academic Standing are outlined in the official notice from the Office of the University Registrar.

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 calculation is still calculated.

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 semester, 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.

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.

- 1. The percent of Washington State grant earned is calculated by dividing days in attendance by calendar days in term. Scheduled breaks of five or more days should be excluded from the calculation.*

2. *Subtract the percent of Washington State grant earned from 100%; this equals the percent of unearned state grant.*
3. *Multiply the percent of unearned Washington State grant by the grant amount.*
4. *Multiply the amount from step 3 by 50% to determine state grant repayment due.*

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

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

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

Unknown Last Date of Attendance

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

No-Show Repayments

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

General repayment policies

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

Tuition Credit for Dropped Courses

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

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

Withdraw Refund Policies by Location

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

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

All Locations

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

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

After the first day of the campus term in accordance with the following schedule:	
Week 1	100%
Week 2	93%
Week 3	87%

Week 4	82%
Week 5	76%
Week 6	70%
Week 7	65%
Week 8	59%
Week 9	53%
Week 10	47%
Week 11	0%

Abbreviated Semester / Session Schedule (Antioch University Online)

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

Total Cost of Enrollment *(updated 9/12/22)*

Campus	Program Name	TOTAL CHARGES FOR THE CURRENT PERIOD 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. (updated 9/12/22)

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

- 1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.*
- 2. The student may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.*
If the student is 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 *(updated 9/12/22)*

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. This is calculated by: the amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal. 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.

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. Ste 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589. (updated 9/12/22)

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

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

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

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

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

Financial Aid & Student Accounts Leadership & Contact Information

Katy Stahl, Executive University Director of University Financial Aid and Scholarships

206-268-4004, kstahl@antioch.edu

Primary Financial Aid email contacts:

AU Distance & Extended Education: financialaid.auo@antioch.edu
AU Graduate School in Leadership & Change: financialaid.au@antioch.edu
AU Los Angeles: finaid.aula@antioch.edu
AU New England: financialaid.ane@antioch.edu
AU Santa Barbara: financialaid.ausb@antioch.edu
AU Seattle: financialaid.aus@antioch.edu

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

Registration & Records

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

Registration

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

Priority Registration

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

Late Registration

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

Registration and Holds

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

Waitlist

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

Deregistration

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

Add/Drop/Withdraw

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

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

Section Registration Dates

Registration Deadline:	04/13/20XX
Add Deadline:	04/20/20XX
Drop Deadline w/ 100% tuition refund:	04/20/20XX
Late Drop Period w/ 0% tuition refund (W grade):	04/21/20XX to 04/20/20XX
Term Withdrawal (drop all courses for term):	Based on the campus term withdrawal refund schedule.

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

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

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

Concurrent Enrollment

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

Academic Load

Student academic load is the student status associated with the amount of credits taken by the student in a given term. If a program is based upon the semester system, the number of credits required is semester credits. If the program is based upon the quarter system, the number of credits required is quarter credits. For more details, refer to policy 5.617 Student Academic Load and Class Standing. *(updated 6/24/22)*

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

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

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

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

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

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.

Courses receive "grades" as follows:

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

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

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

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

Academic Standing Review

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

Student Record Updates

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

Continuous Enrollment Policy

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

Enrolled

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

Hiatus

A student who is not registered but has neither completed their program nor withdrawn will be on "hiatus" (or leave of absence). A student on "hiatus" may request a leave, or

may be placed on leave by the student's academic program or by the university. If requesting a leave, the request must be reviewed by the student's advisor to ensure that the student is aware of the potential impact of a leave. If a student requests a leave during a term, the student's current registration will be dropped, with refunds and grades being granted according to university policy. Outstanding incompletes may be completed, but without access to significant instructional resources. If a student does not register for a term but has not requested a leave of absence, the student will be placed on an Administrative leave for one term. If the student does not register the term following an administrative leave, the student will be administratively withdrawn. Administrative leaves may also be applied as a result of a pending disciplinary action.

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

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

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

Withdrawn

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

- Failure to meet mandatory progress standards as defined by the academic program
- Failure to register following an administrative leave
- Exceeding maximum number of student leaves of absence as defined by academic program
- Failure to attend (students reported as not attending any classes for a term will have classes for the term dropped before the end of the add/drop period, will have all charges reversed and all financial aid cancelled, and will be withdrawn)
- Failure to meet Academic Standing probation requirements
- Failure to meet 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 ended. Withdrawn students may request readmission to original program or admission to another Antioch program in accordance with program policy. Re-admission requires application (may be expedited) and approval from the academic program, and is not guaranteed.

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

Enrollment Reporting & Degree Verifications

Antioch University submits monthly enrollment data and data for degree verification to the National Student Loan Clearinghouse. Requests for enrollment verification should be directed to this organization via their website: www.studentclearinghouse.org. Reports of enrollment or completed coursework are based upon documentation on file with the Registrar. Only official registrations or official notification of credit earned that is issued by the academic program office will be reflected in this reporting. Enrollment verification cannot be projected beyond the student's current or most recent term of enrollment, and is based upon completed registration and financial clearance. Please contact the Registrar's office for clarification of this process.

Self-Service Enrollment Verification

Students who wish to obtain their own verification may do so with free enrollment verification documentation services via Student Self-ServiceSM from the National Student

Clearinghouse. Student Self-ServiceSM is an online service that enables students to obtain their enrollment information, including enrollment verification certificates, at no charge. For access to this service, using your 7-digit student ID number, please follow this link.

Degree Completion

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

Updating Anticipated Completion Date

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

Degree Audit Report

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

Graduation Application

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

Conferral & Diploma Procedures

Following the end of a term, the Registrar's office reviews all pending completers. Once all requirements are verified, degrees will be conferred. The Records office will send a complimentary official transcript and a diploma or certificate to each completer. This process may take up to 6 weeks following the end of a term, or longer if the student's Degree Audit Report is not complete. Diplomas may be withheld in the event of an outstanding financial balance.

Commencement

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

Transcripts

Official

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

Unofficial

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

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

University Student Resources

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

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

Learning Resources

Library Services

Antioch University Library is a network of libraries, librarians, and staff supporting programs and research across our five campus locations as well as in online and low residency programs. The Library provides a strong, central core of services and resources while preserving remarkable and distinct local collections 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; and as a result, all students are encouraged to seek writing support throughout their academic program. Students at Antioch University have access to free writing support and resources at the four campuses (Keene, NH; Los Angeles, CA; Santa Barbara, CA; and Seattle, WA) as well as online at the Virtual Writing Center.

Place-based Writing Center

Writing Center directors and their teams are dedicated to offering students assistance with their academic work and writing development. At any campus, students may schedule appointments and come during drop-in hours for conversations about their writing. Writing workshops and

special programs are also offered through these centers and online to all students. A variety of writing resources are available on the Writing Centers websites.

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

<u>Center</u>	<u>Email</u>
• AULA Teaching & Learning Center	tlc.aula@antioch.edu
• AUNE Writing Center	writingcenter.AUNE@antioch.edu
• AUSB Writing Center	writingcenter.ausb@antioch.edu
• AUS Writing Lab	writinglab.aus@antioch.edu

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

Virtual Writing Center (VWC)

The VWC is the Antioch University Online center for writing support and is located at www.antioch.edu/vwc or on 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 who are trained to be responsive and effective peer consultants. All peer writing consultants also have an intimate understanding of the types of writing assigned at Antioch.

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 vwv@antioch.edu.

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 (wex.antioch.edu).

The **Writers' Exchange** (AU-WEX) was developed at Antioch University in direct response to the increased demand of graduate students' need for specialized writing and editing support that exceeded the free peer support available through the other Writing Centers.

At the Writers' Exchange (wex.antioch.edu), 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. AU-WEX fees are competitive and discounted for the entire AU community, including alumni and faculty. Students may also send direct inquiries to wex@antioch.edu.

University Writing Center Leadership

- John Dunham, Interim Director of Writing Support and Virtual Writing Center Director, jdunham@antioch.edu
- Lyndsey Gay, Director, Seattle Center for Teaching and Learning, lgay@antioch.edu
- Jesse Priest, Coordinator, Antioch Seattle Writing Lab, jpriest@antioch.edu
- Allison Adelman, Santa Barbara Writing Center Director and PsyD Dissertation Coordinator, aadelman@antioch.edu
- LaCoya Gessesse, Los Angeles Teaching and Learning Center Director and Teaching Faculty, lkatoegessesse@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

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

Benefits

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

- Fast shipping
- Free shipping offers on most retail orders over \$49 (Does not include orders placed on the Marketplace)
- Reasonably priced - an average of **60% off** list price when shopping on the Marketplace - these prices are comparable to those on Amazon
- Order forms customized to courses' required reading lists
- Multiple payment options, including Financial Aid Vouchers
- 100% return policy (Course materials must be returned within two weeks after class start date or within 21 days of date shipped, whichever is later)
- Excellent, U.S.-based customer service by phone or email
- A quarterly Customer Loyalty Program that increases the amount you receive when selling back your books

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

Visit campus online bookstores through MBS Direct:

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

Computing Services

Internet Connectivity

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

Computer Hardware / Operating System

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

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

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

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

Office Productivity Software

Antioch requires a word processing program that saves and opens text files in multiple file formats (DOCX is recommended). We suggest an office suite that includes word processing,

presentation, spreadsheet, and other useful software. Some new computer purchases have this software already installed. Microsoft Office suites are currently used at AU campuses.

Here are a few options:

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

Internet Browsers

Most of Antioch University's technologies are accessible through a web browser, so having a supported browser on your home computing system is critical. Antioch supports the following browsers:

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

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

Browser Plugins / Players:

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

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

Anti-Malware / Computer Protection

AU urges you to take steps to prevent viruses and other malware from infecting your educational home computing environment. It is critical that you keep your anti-malware software up to date. Free programs provide basic protection but may fall short against more advanced attacks. Paid programs have more robust protection at different price tiers, with the more expensive packages offering options that go beyond traditional malware detection. Examples of these features include blocking websites known to host malware, phishing alerts, spam filtering, password management, and more. AU recommends reading current reviews to help find the best program for your needs. Here are a few that we have read good things about:

Free

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

Paid

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

Academic Support

Academic Advising

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

Integrated Student Services (ISS)

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

Integrated Student Services Resources

Los Angeles

AULA Student Services Office
2nd floor, Suite 2060
310-578-1080 x216
studentservices.aula@antioch.edu

New England

AUNE Student Services Office
1st floor Administrative Wing
603-283-2490
studentservices.aune@antioch.edu

Santa Barbara

AUSB Student Services Office
1st floor, Student Services Suite
805-962-8179 x5302
studentservices.ausb@antioch.edu

Seattle

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

Disability Support Services

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

A reasonable accommodation is an adjustment to instructional methods and/or a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly- situated student without a disability.

Reasonable accommodations are intended to ensure access and do not in themselves guarantee course completion or credit.

Disability Support Services Across the University

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

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

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

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

Office of Disability Support Services Coordinators

Graduate School of Leadership and Change, and AU Distance and Extended Education

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

Los Angeles

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

New England

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

Santa Barbara and AU Ed.D.

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

Seattle

Jane Harmon Jacobs
206-268-4822
jharmonjacobs@antioch.edu

Veterans' Services

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

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

At Antioch, veterans and military-connected students

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

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

Commitment to Military-Connected Students

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

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

employment upon graduation. We help research and match labor market indicators that best correspond with learned academic skills, work experience, and personal attributes; resume writing; and developing interview techniques. This resource may be especially lucrative for veterans seeking to translate military job experience to the civilian workforce.

Covered Programs

CHAPTER 30 - Montgomery GI Bill® for Active Duty

CHAPTER 31 - Voc Rehab

CHAPTER 32 - VEAP (Post-Vietnam Era Veterans Educational Assistance Program)

CHAPTER 33 - Post 9/11 GI Bill®

CHAPTER 35 - Survivors' and Dependents' Educational Assistance Program

VA Resource Information

Graduate School of Leadership and Change, and 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

206-268-4232

veteransservices.aus@antioch.edu

International Student Services

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

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

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

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

Primary Designated School Officials (PDSOs)

Los Angeles & Santa Barbara

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

New England

Laura Andrews
603-283-2165
landrews@antioch.edu

Seattle

Heather Howell

206-268-4033

hhowell1@antioch.edu

Career Services

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

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

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

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

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

Student Organizations

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the University and global communities through the establishment of student organizations. Each program and location has a range of professional interest associations available to students in those departments. Organizations and groups focused on cross cutting topics with social and professional interest to all are available at locations and university wide for all members of the AU community. Please contact campus Student Services for listings of active student organizations, or to discuss procedures for initiating a new organization.

Campus Safety & Security

Overview

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

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

Clery Reports

Additional information can be found on the [Office of General Counsel](#) page. You may also view the current Clery Reports for Antioch University below: *(updated 9/12/22)*

[Antioch University Los Angeles](#)

[Antioch University Midwest](#)

[Antioch University New England](#)

[Antioch University Santa Barbara](#)

[Antioch University Seattle](#)

University Policies

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

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

General Policy information

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

Academic Policies

Attendance Policy

See Antioch University Attendance Policy, 5.615.

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

Degree & Academic Certificate Conferral Policy

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

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

Grade Equivalency Policy

See Antioch University Grade Equivalency Policy, 5.229.

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

Grading System and Transcript Recording Policy

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

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

Intra-University Registration Policy

See Antioch University Intra-University Registration Policy, 5.621.

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

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

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

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.

Title IX Sexual Harassment, Sexual Violence and Sex Discrimination Policy

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

It is the policy of Antioch University to create and maintain an environment for students, faculty and employees, which is optimally conducive to learning and to positive working conditions. Such an environment must be free from sex discrimination, sexual harassment and sexual violence.

Student Employment Policies

Student Employment Policy

See Antioch University Student Employment Policy, 4.209.

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

Payroll and Time Reporting Policy

See Antioch University Payroll and Time Reporting Policy, 4.407.

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

Hours of Work, Breaks and Attendance Policy

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

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

University Alumni Association & Resources

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

Alumni have access to the virtual community which is found on the Antioch University website: <http://www.alumni.antioch.edu> where alumni can find various information including ways to stay in touch with fellow graduates, news, requesting transcripts, and career opportunities.

Antioch University publishes an alumni magazine once a year.

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

Antioch University Distance and Extended Education

Welcome to Antioch University Online and Extended Education!

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

Terry D. Ratcliff, EdD
Dean, School of Distance and Extended Education

Program Leadership

Dean, School of Distance and Extended Education: Terry Ratcliff

Director of Student Services: Liz Carson Murphy

Director of Admission: Nate Ferkovich

Student Accounts Specialist: Jackie Dailey

Financial Aid Counselor: Amanda Day

Associate University Registrar: Tara Rhinehart

Director of Disability Support Services: Karen Crist

School Certifying Official (VA Benefits): Jackie Dailey

Reference and Instruction Librarian: Asa Wilder

Technology Competency Requirements

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

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

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

Computing Requirements

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

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

Campus Calendar

Please click [here](#) to view the Antioch University Online and Extended Programs Academic Calendar.

Current Tuition and Fees

Department Overview: AU Undergraduate Studies

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

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

All B.A. and B.S. completion students, regardless of chosen major, take two courses from the Interdisciplinary Core (Experience and Expression and Empowering Your Purpose and Voice) prior to focusing on the major course requirements. All other courses from the Core may be taken later in the program.

Program Learning Outcomes

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

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

- Engage in critical inquiry that employs relevant sources and methods
- Consider diverse perspectives, including opposing points of view and marginalized voices

- Connect learning with theories and experience through reflective practice
- Analyze power, oppression, and resistance in pursuit of justice
- Communicate effectively in oral, written, and visual forms
- Examine issues in both local and global contexts

Mode of Instructional Delivery

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

Undergraduate Degree Requirements

- **Residency Requirement:** Students must complete a minimum of 30 semester credits at Antioch University, as part of the final 60 semester credits earned
- **Academic Level:** at least 30 semester credits must be at the 300/400 level
- **Prior Learning:** no more than 30 semester credits of prior learning may be credited toward the degree. Prior Learning credits do not count toward the residency requirement. Prior Learning may be upper or lower division, as evaluated by the faculty

Prior Experiential Learning

Prior Learning is college-level learning that occurred (1) outside accredited college classes, and (2) after high school and before enrollment at Antioch. Many adult students enter Antioch's program with college-level learning acquired in such diverse settings as their workplace, home, or volunteer activities.

Students who plan to document prior learning for credit are required to take the Antioch University course entitled PLA 1000: Prior Learning Assessment Theory and Practice (3-semester credits; elective) before beginning the documentation process. PLA 1000 introduces the theory and practices of identifying, evaluating, and documenting knowledge, skills, and dispositions that individuals acquire outside the traditional classroom environment, with the goal of establishing college-level equivalency for this learning. The course also guides students through the preparation and compilation of all components required for the evaluation of a prior learning portfolio for consideration of undergraduate credit.

It is recommended that the student speaks with their advisor before registering. Prior Experiential Learning credit limits are based on the number of credits transferred, required in the degree program, and the final number will be determined in consultation with your academic advisor.

Bachelor of Arts and Bachelor of Science Degree Requirements by Major

A Bachelor of Arts or Bachelor of Science degree requires a minimum of 120 semester credits. All majors contain a minimum of 48 semester credits in coursework related to the field of study. A minimum of 24 semester credits are required as an area of concentration within the Liberal Studies major. All majors contain both Interdisciplinary Core and Major Requirements.

Admission Requirements

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

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

Department Overview: AU Graduate Management

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

In all three programs, students earn three semester credits for each course completed successfully, including the capstone project. 33 semester credits are required for graduation. All three programs are offered in an asynchronous, online format, on a split semester calendar. Students take one course at a time for a period of seven weeks, completing two courses within a 15-week semester. With three semesters per year, students can complete their program in 22 months, balancing life and work along with graduate study. For purposes of financial aid, maintaining this schedule affords the student full-time status.

Residency Requirements: There are no on-campus or on-site residency requirements for the Antioch's graduate management degrees. Students complete their study through 100% online active engagement with their faculty and course colleagues. The program is a 33-semester credit program.

Admission Requirements

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

Application Requirements

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

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

Prior Experiential 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 Graduate Management Studies (GMS) program provides graduate students with a

process and structure to demonstrate that the experiences, the learning that 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.

GMS 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 GMS 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. A maximum of 9-semester credits, including both transfer and experiential learning, may be applied to the GMS degree programs. Please refer to the GMS Handbook on Prior Learning Assessment for more information.

Technology Requirements

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

Department Overview: AU Doctoral Education

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

Students specialize in one of the following transdisciplinary areas of inquiry: Critical Pedagogy; Environmental and Sustainability Education; Humane Education; Multicultural and Anti-Racist

Education; Social Justice Leadership; Waldorf Education; Social Emotional Learning; or Self-Designed.

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

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

Program Delivery

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

Program Strands

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

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

Practical Application

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

Communities of Practice

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

Social Justice and Ethics

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

Reflective Practice

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

Communication and Advocacy

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

Admission Requirements

Antioch's student population is richly diverse, which creates a learning climate unique to the degree. To be successful in this program, you must have a minimum of **five years' professional**

experience, either before or after your Master's work. Regardless of your formal position, you must be able to envision yourself as an education change agent in whatever setting you work.

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

How to Apply

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

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

Technology Requirements

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

Department Overview: AU Individualized Programs

Master of Arts Individualized Studies (IMA)

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

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

What We Do

We create the space for students to individualize their curricula.

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

We encourage ongoing personal, professional and cultural learning.

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

We encourage creative, artistic and analytic expression.

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

We foster the development of a collaborative learning community.

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

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

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

IMA Program Design

The IMA offers a graduate program with the following features:

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

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

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

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

Academic Concentrations

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

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

IMA Program Outcomes

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

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

Steps toward Completion of the IMA Degree

1. **Students must choose a broad area of study at the beginning of their journey - they will be able to choose from the Social Sciences, or the Humanities.**
Broad Fields of Study and Interdisciplinary Areas of Focus:

- a. Social Sciences Interdisciplinary Areas:
 - Educational Studies and Human Development
 - Conflict Resolution
 - Management of Human and Natural Systems
 - Transformative Learning Communities (*This area is no longer accepting new students as of 8/29/22*) updated 9/12/22
- b. Humanities Interdisciplinary Areas:
 - Creative Writing
 - Cultural and Religious Studies
 - Art and Letters

2. Required Elements of the Program Structure

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

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

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

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

1. Attend three non-credit Colloquia. The Colloquia will be offered on Zoom and will usually take place at the beginning of each trimester. Each Colloquium will take a few hours. At the end of each, students will be required to write a brief critical analysis of the topics presented and discussed.

2. Take three 3-credit Foundation courses. The first two Foundation courses, addressing Foundations of the Field and Research Methods in the Field are required before a student can take the third Foundation course, addressing doing Individualized Study in the Field.
3. Take three seminars in one's Field of Study (either Humanities or Social Sciences).
4. Take five individualized courses, which they can develop once they have completed the third Foundation course.
5. Choose a Mentor before beginning the third Foundation course.
6. Develop an Individualized Plan of Study, which meets the approval of both the student's Advisor and the student's Mentor; this should be completed in the third Foundation course.
7. Complete either a Capstone Project, or a Thesis. (Students who complete a thesis take four individualized courses instead of five.)
8. Complete a Portfolio.
9. Complete 36 credit hours of graduate work.

Admission Requirements

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

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

Prior Experiential 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. A maximum of 9-semester credits, including both transfer and experiential learning, may be applied to the degree program. Please refer to the IMA Handbook on Prior Learning Assessment for more information.

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

Edd in Education & Professional Practice: Critical Pedagogy

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

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

Edd in Educational and Professional Practice: Environmental Sustainability Education

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

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

EdD in Educational and Professional Practice: Humane Education

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 24 semester credits of core coursework, 15 semester credits of specialization coursework, and 21 credits of candidacy and dissertation coursework.

Core Courses (24 Semester Credits)

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

Specialization Courses (15 Semester Credits)

Foundations & Special Topics

Students take five Humane Education courses in the order below for their chosen specialization

- ED-5010: Introduction to Humane Education
- ED-6100: Environmental Ethics

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

Candidacy and Dissertation Courses (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

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

Edd in Educational & Professional Practice: Multicultural and Anti-Racist Education

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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 some 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, linguisticism, 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. Teachers bring issues of race and racial discrimination to the forefront in classroom teaching. 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

Educational and Professional Practice, Self-Designed, Ed.D.

Edd in Educational and Professional Practice: Self-Designed

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

Self-Designed Specialization

Consistent with Antioch University's commitment to individualization based on learner needs and interests, the EdD 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 fall within an area that the program can support with current Antioch faculty expertise and must align with the purpose of the program. Interested students might peruse current educational

offering on the Antioch University website to gather information on curriculum from degrees and certificates that could serve as the basis for a Self-Designed specialization.

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

Educational and Professional Practice, Social Emotional Learning, Ed.D.

Edd in Educational and Professional Practice: Social Emotional Learning

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Edd Core Coursework

Core Courses

- EDU-7100: Social, Philosophical, and Historical Contexts of Education
- EDU-7210: Doctoral Writing Workshop
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Diversity, Equity, and Inclusion

- EDU-7310: Methods of Inquiry Collecting, Interpreting, and Using Data
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives
- EDU-7350: Action-Oriented Inquiry

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

Edd Portfolio & ProSeminar

Essay/Portfolio

- EDU-8600: Integrated Essay and Portfolio

ProSem

- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II

Edd Dissertation

Dissertation

- EDU-8700: Proposal
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

Continuation

- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Social Justice Leadership, Ed.D.

Edd in Educational and Professional Practice: Social Justice Leadership

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

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

Edd in Educational and Professional Practice: Waldorf Education

Location: AU Distance and Extended Education

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

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

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

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

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

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 anthropology 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Core Courses (27 Semester Credits)

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

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 (21 Semester Credits)

- EDU-8600: Integrated Essay and Portfolio
- EDU-8700: Proposal
- EDU-8800: Pro-Seminar I
- EDU-8802: Pro-Seminar II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II

Individualized Studies in Humanities (IMA), MA

MA in Individualized Studies in Humanities (IMA)

Location: AU Distance and Extended Education

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online/Low Residency

Standard time to completion: 24 months

Program Overview

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

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

IMA Program Design

The IMA offers a graduate program with the following features:

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

The IMA program strives to be distinctive in a world of standardization and common denominators by creating the space for students to individualize their curricula. We encourage a commitment to ongoing personal, professional and cultural learning, creative, artistic, and analytic expression, and the engagement in transformational practices. In the context of a

supportive, student-centered learning environment, we challenge students to develop a critical and reflective conscience, and to meet high academic expectations. We promote the integration of theory and practice, and study and reflection with application and engagement. We believe that these aims need to be grounded in an awareness of, sensitivity to, and respect for our shared humanity in a culture that welcomes diverse ways of being and knowing in a variety of contexts.

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

Academic Concentrations

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

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

IMA Program Outcomes

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

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

Steps toward Completion of the IMA Degree

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

Broad Fields of Study and Interdisciplinary Areas of Focus:

- A. Social Sciences Interdisciplinary Areas:
 - Educational Studies and Human Development
 - Conflict Resolution
 - Management of Human and Natural Systems
 - Transformative Learning Communities (*This area is no longer accepting new students as of 8/29/22*) updated 9/12/22
- B. Humanities Interdisciplinary Areas:
 - Creative Writing
 - Cultural and Religious Studies
 - Art and Letters

2. Required Elements of the Program Structure

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

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

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

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

1. Attend three non-credit Colloquia. The Colloquia will be offered on Zoom and will usually take place at the beginning of each trimester. Each Colloquium will take a few hours. At the end of each, students will be required to write a brief critical analysis of the topics presented and discussed.
2. Take three 3-credit Foundation courses. The first two Foundation courses, addressing Foundations of the Field and Research Methods in the Field are required before a student can take the third Foundation course, addressing doing Individualized Study in the Field.
3. Take seven to eight Seminars or Individualized Courses (either Humanities or Social Sciences).
4. Choose a Mentor before beginning the third Foundation course.

5. Develop an Individualized Plan of Study, which meets the approval of both the student's Advisor and the student's Mentor; this should be completed in the third Foundation course.
6. Complete either a Capstone Project, or a Thesis. (Students who complete a thesis take seven seminars and individualized courses instead of eight.)
7. Complete a Portfolio.
8. Complete 36 credit hours of graduate work.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Three Required Foundation Courses from the Field of Study (9 Semester Credits)

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

Humanities Foundation Courses:

*The third course requires the first two in the sequence; the first two can be taken in any order.

- FDN-5001: Introduction to Individualized Study
- FDN-5002: Foundations of Research Methods
- FDN-5003: Foundations in Individualized Study Sciences *

Foundation Courses

1. (5001 Courses) Foundations of the Field. The first and second foundation courses will be offered in alternating sessions. The goal of the first course is for students to get their feet wet and begin putting a program of study together by first identifying both the history and breadth of knowledge construction in the field; this will also help as they begin the process of identifying a Mentor.
2. (5002 Courses) Developing a research plan, learning to focus, and working with a Mentor. This course addresses how to do effective Social Science or Humanities research. Students will also develop different assessment skills, so that as they choose a Mentor to work with, they will be ready to begin to research how to develop an individualized plan of study that would include their 4-5 Individualized classes.
3. (5003 Courses) Individualized Learning Plan: The individualized course plan should be finalized and approved, and students should also choose and design the plan for their

capstone or thesis. The plan must include both learning outcomes for their program of study, and methods of assessment they and the faculty members they work with will use to evaluate their work. The plan for the thesis or capstone should be developed at least one session before a student begins work on the thesis or capstone.

Three Required Colloquia (0 Semester Credits)

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

Seven to eight Seminars or Individualized courses (21-24 Semester Credits)

Seminars from the Field of Study

- Interdisciplinary Dialogical Classes that address a topic and an area of interest generated by our faculty. These are generally offered in synchronous formats.

Individualized Courses

- These courses are created jointly by faculty and students, putting students behind the wheel of their academic journey, with faculty members providing supportive guidelines.

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

Capstone:

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

Thesis:

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

Individualized Studies in Social Science (IMA), MA

MA in Individualized Studies in Social Science (IMA)

Location: AU Distance and Extended Education

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online/Low Residency

Standard time to completion: 24 months

Program Overview

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

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- Three synchronous Colloquia
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- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students
- Students may transfer up 15 semester credits
- 36 semester credit Master of Arts degree

The IMA program strives to be distinctive in a world of standardization and common denominators by creating the space for students to individualize their curricula. We encourage a commitment to ongoing personal, professional and cultural learning, creative, artistic, and analytic expression, and the engagement in transformational practices. In the context of a

supportive, student-centered learning environment, we challenge students to develop a critical and reflective conscience, and to meet high academic expectations. We promote the integration of theory and practice, and study and reflection with application and engagement. We believe that these aims need to be grounded in an awareness of, sensitivity to, and respect for our shared humanity in a culture that welcomes diverse ways of being and knowing in a variety of contexts.

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

Academic Concentrations

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

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

IMA Program Outcomes

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

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

Steps toward Completion of the IMA Degree

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Broad Fields of Study and Interdisciplinary Areas of Focus:

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5. Develop an Individualized Plan of Study, which meets the approval of both the student's Advisor and the student's Mentor; this should be completed in the third Foundation course.
6. Complete either a Capstone Project, or a Thesis. (Students who complete a thesis take four individualized courses instead of five.)
7. Complete a Portfolio.
8. Complete 36 credit hours of graduate work.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Three Required Foundation Courses from the Field of Study (9 Semester Credits)

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3. (5003 Courses) Individualized Learning Plan: The individualized course plan should be finalized and approved, and students should also choose and design the plan for their

capstone or thesis. The plan must include both learning outcomes for their program of study, and methods of assessment they and the faculty members they work with will use to evaluate their work. The plan for the thesis or capstone should be developed at least one session before a student begins work on the thesis or capstone.

Three Required Colloquia (0 Semester Credits)

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Seven to eight Seminars or Individualized courses (21-24 Semester Credits)

Seminars from the Field of Study

- Interdisciplinary Dialogical Classes that address a topic and an area of interest generated by our faculty. These are generally offered in synchronous formats.

Individualized Courses

- These courses are created jointly by faculty and students, putting students behind the wheel of their academic journey, with faculty members providing supportive guidelines.

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

Capstone:

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

Thesis:

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

Business Administration, Healthcare Leadership Concentration, MBA

MBA: Healthcare Leadership

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

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

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

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

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

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and

4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Course Requirements

There are eight core courses and three concentration courses (33 semester credits).

Core Courses (24 Semester Credits)

- MGT-5000: Principles of Triple Bottom Line in Organizations
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5130: Managerial Financial Analysis Principles
- MGT-5140: Global Economies and Sustainability
- MGT-5150: Strategy, Innovation and Resilience
- MGT-5280: Human Resources Management
- MGT-5370: Organizational Leadership and Change
- MKT-5000: Marketing and Communication Strategy

Healthcare Leadership Concentration (9 Semester Credits)

Choose 3 of the following courses:

- MGT-5420: The Healthcare Sector As a Complex System
- MGT-5428: Healthcare Innovation and Quality
- MGT-5426: Strategic Management in Healthcare Organizations
- MGT-6000: Integrated Keystone Project

Business Administration, Leadership and Teams Concentration, MBA

MBA: Leadership and Teams

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

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

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and

4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Course Requirements

There are eight core courses and three concentration courses (33 semester credits).

Core Courses (24 Semester Credits)

- MGT-5000: Principles of Triple Bottom Line in Organizations
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5130: Managerial Financial Analysis Principles
- MGT-5140: Global Economies and Sustainability
- MGT-5150: Strategy, Innovation and Resilience
- MGT-5280: Human Resources Management
- MGT-5370: Organizational Leadership and Change
- MKT-5000: Marketing and Communication Strategy

Leadership and Teams Concentration (9 Semester Credits)

Choose 3 of the following courses:

- MGT-5340: Leading High Performing Teams
- MGT-5242: Leader Identity, and Development
- MGT-5380: Developing People and Performance
- MGT-5418: Advanced Leadership

Business Administration, Nonprofit Leadership Concentration, MBA

MBA: Nonprofit Leadership

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

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

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

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

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and

4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Course Requirements

There are eight core courses and three concentration courses (33 semester credits).

Core Courses (24 Semester Credits)

- MGT-5000: Principles of Triple Bottom Line in Organizations
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5130: Managerial Financial Analysis Principles
- MGT-5140: Global Economies and Sustainability
- MGT-5150: Strategy, Innovation and Resilience
- MGT-5280: Human Resources Management
- MGT-5370: Organizational Leadership and Change
- MKT-5000: Marketing and Communication Strategy

Nonprofit Leadership Concentration

Complete the following:

- HSA-5210: Program Planning and Evaluation
- MNM-5110: Nonprofit History, Context, Theories, and Trends
- MNM-5210: Development and Fundraising

Business Administration, Self-Designed Concentration, MBA

MBA: Self-Designed

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

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3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and

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Current Tuition and Fees

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Plan of Study

Course Requirements

There are eight core courses and three concentration courses (33 semester credits).

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- MGT-5280: Human Resources Management
- MGT-5370: Organizational Leadership and Change
- MKT-5000: Marketing and Communication Strategy

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:**

- MGT-5220: Earth Systems and Climate Change
- MGT-5860: Sustainable Business Strategies
- MGT-5870: Policy, Law, and the Ethics of Sustainability
- MGT-5420: The Healthcare Sector As a Complex System
- MGT-5428: Healthcare Innovation and Quality
- MGT-5426: Strategic Management in Healthcare Organizations
- MGT-5340: Leading High Performing Teams
- MGT-5242: Leader Identity, and Development
- MGT-5380: Developing People and Performance
- MGT-5418: Advanced Leadership

- HSA-5210: Program Planning and Evaluation
- MNM-5110: Nonprofit History, Context, Theories, and Trends
- MNM-5210: Development and Fundraising
- MGT-6000: Integrated Keystone Project
- The Keystone Project course is the culminating experience of the program study. The Keystone Project will consist of an independent research study and/or a professional action project. A suitable project involves both secondary (library) and primary (field) research on a topic pertinent to the field of management, leadership and human services. Students engage in the process of planning, collecting, analyzing and presenting data. As a result, students move from consumer to creator of new knowledge. The culminating product is a written report of the investigation and a presentation to the course professor and peers. This course is available only in consultation with the student's advisor.

Business Administration, Sustainable Business Concentration, MBA

MBA: Sustainable Business

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

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

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

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

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

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and

4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Course Requirements

There are eight core courses and three concentration courses (33 semester credits).

Core Courses (24 Semester Credits)

- MGT-5000: Principles of Triple Bottom Line in Organizations
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5130: Managerial Financial Analysis Principles
- MGT-5140: Global Economies and Sustainability
- MGT-5150: Strategy, Innovation and Resilience
- MGT-5280: Human Resources Management
- MGT-5370: Organizational Leadership and Change
- MKT-5000: Marketing and Communication Strategy

Sustainable Business Concentration

Complete three courses from the following:

- MGT-5220: Earth Systems and Climate Change
- MGT-5860: Sustainable Business Strategies
- MGT-5870: Policy, Law, and the Ethics of Sustainability

Human Services Administration, MHSA

Master of Human Services Administration

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

MHSA students will gain the skills and knowledge to:

- Design programs and services to advance organizational mission
- Formulate development and other funding strategies to address organizational sustainability
- Devise effective means to address equity, diversity and inclusion
- Develop leadership capabilities for successfully collaborating with diverse stakeholders

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Course Requirements

There are eight core courses and three elective courses (33 semester credits).

Core Courses (24 Semester Credits):

- FIN-5100: Financial Analysis for Nonprofit Organizations
- HSA-5113: Organizational Leadership and Governance
- HSA-5200: Grant Writing and Resource Development
- HSA-5210: Program Planning and Evaluation

- HSA-5230: Human Services Systems and Organizations
- MGT-5280: Human Resources Management
- MGT-5380: Developing People and Performance
- MKT-5000: Marketing and Communication Strategy

Elective Courses (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:**

- MGT-5150: Strategy, Innovation and Resilience
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5242: Leader Identity, and Development
- MGT-5370: Organizational Leadership and Change
- RSH-5200: Research Methods
- MGT-5885: Managerial Practicum
- MNM-6300: Research Seminar
- MGT-5418: Advanced Leadership
- MGT-5900: Capstone Project

Nonprofit Management, MA

MA in Nonprofit Management

Location: AU Distance and Extended Education

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 22 months

Program Overview

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

1. Develop and manage programs to advance an organization's mission,
2. Design and execute effective development strategies for enhanced organizational viability,
3. Manage an organization's operations and infrastructure for optimal effectiveness,
4. Ground management practice in an understanding of the theories that interpret the history of the nonprofit sector,
5. Define and develop the leadership qualities necessary for exemplary management and governance.

The structure of the program consists of two main components:

- A core curriculum of eight courses which focus on the major functions involved in nonprofit leadership.
- Three elective courses which allow the student to pursue special interests.

Current Tuition and Fees

[University Tuition and Fees](#)

A sample sequence is illustrated in the table below.

Sample MANM Program Course Sequence

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

MANM Core Courses (24 Semester Credits)

- FIN-5100: Financial Analysis for Nonprofit Organizations
- HSA-5113: Organizational Leadership and Governance
- HSA-5210: Program Planning and Evaluation
- MGT-5280: Human Resources Management
- MGT-5340: Leading High Performing Teams Performing Teams
- MKT-5000: Marketing and Communication Strategy
- MNM-5110: Nonprofit History, Context, Theories, and Trends
- MNM-5210: Development and Fundraising

Elective Courses (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-5200: Grant Writing and Resource Development
- MGT-5150: Strategy, Innovation and Resilience
- MGT-5231: Ethical and Legal Issues Facing Leaders
- MGT-5242: Leader Identity, and Development
- MGT-5370: Organizational Leadership and Change
- MGT-5380: Developing People and Performance
- RSH-5200: Research Methods
- MGT-5900: Capstone Project
- MGT-5885: Managerial Practicum
- MNM-6300: Research Seminar

Women and Leadership, Certificate

Certificate in Women and Leadership

Location: AU Distance and Extended Education

Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 9 months

Program Overview

The Women in Leadership Certificate Program is a virtual program coordinated by Antioch University Online. It targets women in mid-level management/leadership roles seeking an opportunity to self-assess and be provided feedback on their leadership abilities, deepen their skills and self-confidence, build strong networks of support, and plan a career path for the future in the context of social change.

The certificate is designed for women in mid-level management/leadership roles seeking an opportunity to self-assess and be provided feedback on their leadership abilities, deepen their skills and self-confidence, build strong networks of support, and plan a career path for the future in the context of social change.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Students who successfully complete any three of the designated Women and Leadership courses are eligible for the Graduate Certificate in Women in Leadership.

- MGT-5550: Enhancing Your Leadership For Social Change
- MGT-5552: Women's Studies a Tool for Understanding Women's Unique Challenges In Leadership
- MGT-5554: Optimizing Leadership Skills a Woman's Guide to Claiming Space
- MGT-5556: Leadership from the Soul Living Your Purpose

Applied Studies, BA

BA in Applied Studies

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

Program Overview

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core (15 Semester Credits)

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

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

Applied Studies Requirements (27 Semester Credits)

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

Professional Core Curriculum (15 Semester Credits)

- COM-4320: Social Media & Social Change
- MGT-3550: Leadership
- MGT-3830: Project Management and Cost/Scheduling
- MGT-4840: Ethical Issues in Management
- SST-3500: Thinking in Systems

Professional Seminars (9 Semester Credits)

- COM-3600: Business Communications
- CRE-3300: Intercultural Conflict
- HUM-3600: Justice and Equity

Applied Fieldwork/Experiential Learning (6 Semester Credits)

Take 3 credits of Applied Learning field work and 3 credits of Senior Project

- PRO-4970: Senior Project

Applied Technology and Business Leadership, BS

BS in Applied Tech & Business Leadership

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36

Program Overview

The Bachelor of Science in Applied Technology and Business Leadership gives students who have earned an associate's degree in a technical area an opportunity to develop business skills that will help them advance in their professional field. Many individuals trained in technical expertise need business and management knowledge to move up in their industries, be promoted into supervisory positions or have the opportunity to launch their own enterprises. The major prepares students with practical business tools and a leadership perspective they can apply to their own particular professional area. Because it is an Antioch degree, emphasis will be placed on understanding how business and organizations can benefit from a social lens and considering ethical implications in a practical framework.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core (15 Semester Credits)

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

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

Applied Technology and Business Leadership Requirements (27 Semester Credits)

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

Professional Core Curriculum (15 Semester Credits)

- MGT-3550: Leadership
- MGT-3680: Accounting and Budgeting
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior

Professional Seminars (9 Semester Credits)

- COM-3600: Business Communications
- CRE-3300: Intercultural Conflict
- HUM-3600: Justice and Equity

Applied Fieldwork/Experiential Learning (6 Semester Credits)

Take 3 credits of Applied Learning field work and 3 credits of Senior Project

- PRO-4970: Senior Project

Environmental Studies, Sustainability and Sciences, BS

BS in Environmental Studies, Sustainability, and Sciences

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

Program Overview

This B.S. in Environmental Studies, Sustainability, and Sciences (ES3) degree prepares the next generation of environmental professionals. Students with some undergraduate units 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 BOPIC 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 human's 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, Environmental Justice and Advocacy, Leadership and Sustainable Practices, and Culture and Ecology. Additionally, there are optional in-person, hands on field studies courses for credit. 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 required to transfer in a minimum of 6 semester units, including:

1. An Introduction Environmental Studies Course/Science overview course (if none, take SCI-3150 Environmental Science)
2. At least one of the Science courses (Geography/Earth Science, Biology, Chemistry, Mathematics/Statistics, Physics)

Current Tuition and Fees

[University Tuition and Fees](#)

BS ES3 Core Courses

- INTD-3000: Empowering Your Purpose and Voice
- INTD-3211: Experience and Expression
- INTD-3240: Reading and Writing in the 21st Century

Required Major Courses

- SCI-3150: Environmental Science
or Introduction to Environmental Studies
- PRO-4970: Senior Project
or SCI 4140 : Field Experience

Required Antioch Science Courses (Choose 2 Courses; 6 semester credits)

- SCI-3150: Environmental Science
- SCI-4110: Ocean Science
- SCI-4120: Conservation Science

Major Electives (21 Semester Credits)

Complete 21 credits of major elective coursework.

- SCI-4130: Environmental Justice and Advocacy
- INTD-3350: Culture, Conflict and Social Research
- INTD-3510: Ecology, Technology & Society
- PHIL-4120: Environmental Ethics
- SOS-4200: Environmental Economics
- SOS-4300: Environmental Health
- SST-3600: Human Population and Global Poverty
- SST-3700: Culture and Ecology
- SST-4500: Environmentally Sustainable Business Practices
- PLS-4250: Energy & US Environmental Policy

Leadership Courses (Choose 1 Course; 3 semester credits)

- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Healthcare Administration, BS

BS in Healthcare Administration

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

Program Overview

Healthcare in the United States is a continuously evolving industry, with emerging societal trends constantly changing the landscape. This, paired with fragmented and opaque insurance systems, has created a massive demand for Healthcare Administrators who understand the nuances of the industry. This major prepares students with skills in being effective leaders and administrators in hospitals, clinics, and other healthcare organizations. It is best suited for those with an allied health background, such as nursing, respiratory care, physical therapy, occupational therapy, dental hygiene, and medical laboratory technology. The BS in Healthcare Administration major will expand the opportunities at the undergraduate level for AU to recruit students from both Allied Health majors and from other related fields.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core (15 Semester Credits)

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

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

Applied Studies Requirements (21 credits)

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

Professional Core Curriculum (Choose 3; 9 Semester Credits)

- HAD-4250: Fundamentals of Healthcare Administration
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4040: Gender & Multicult Issues in Health Care
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior

Professional Seminars (6 Semester Credits)

- CRE-3300: Intercultural Conflict
- COM-3600: Business Communications

Applied Fieldwork/Experiential Learning (6 Semester Credits)

Take 3 credits of Applied Learning field work and 3 credits of Senior Project

- PRO-4970: Senior Project

Human Development, BA

BA in Human Development

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 Months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Professional Core Curriculum (36 Semester Credits)

- 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-4210: Contemporary Family Patterns
- HDV-4200: Lives in Transition
- HDV-4910: Ecology of Human Development
- HSA-4200: Human Services Systems and Grants
- HSA-4300: Issues of Poverty and Hunger In the US
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4040: Gender & Multicult Issues in Health Care

Human Services Administration, BA

BA in Human Services Administration

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

Program Overview

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Professional Core Curriculum (36 Semester Credits)

- HDV-3900: Caring for the Aging
- HDV-4020: Child and Adolescent Development
- HDV-4030: Adult Development
- HDV-4140: Behavioral Physiology
- HSA-4200: Human Services Systems and Grants
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4040: Gender & Multicult Issues in Health Care
- MGT-3550: Leadership
- MGT-3900: Human Resource Management
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior

Liberal Studies, BA

BA in Liberal Studies

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area). Students work with their advisor to develop an individualized learning plan.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Liberal Studies Concentration Courses (30 credits)

Design a degree plan to meet the minimum 30 credits needed.

Liberal Studies, Individualized Concentration, BA

BA in Liberal Studies

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area). Students work with their advisor to develop an individualized learning plan.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Individualized Concentration Courses (30 credits)

Design a degree plan to meet the minimum 30 credits needed (15 credits from a focus area and 15 credits from individualized BA electives).

Liberal Studies, Leadership for Service and Change Concentration, Agriculture Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3500: Community Engagement
- LDR-3600: Personal and Professional Development
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Agriculture Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Community Economic Development Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3500: Community Engagement
- LDR-3600: Personal and Professional Development
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Community Economic Development Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- MGT-3680: Accounting and Budgeting

- MGT-3720: Business Law
- MGT-3830: Project Management and Cost/Scheduling
- MGT-3900: Human Resource Management
- MGT-4410: Economics (Micro and Macro)
- MGT-4600: Social Enterprise
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Domestic Service Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3600: Personal and Professional Development
- LDR-3500: Community Engagement
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Domestic Service Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- CRE-3600: Conflict Inside of Organizations

- CRE-4300: Politics, Power and Conflict
- HSA-4200: Human Services Systems and Grants
- HSA-4300: Issues of Poverty and Hunger In the US
- HDV-3900: Caring for the Aging
- HUM-3600: Justice and Equity
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4040: Gender & Multicult Issues in Health Care
- MGT-3680: Accounting and Budgeting
- MGT-4780: Strategic Marketing
- PLS-4250: Energy & US Environmental Policy
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Education Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- LDR-3600: Personal and Professional Development
- LDR-3500: Community Engagement
- ICC-3200: Intercultural Competence
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Education Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- HSA-4200: Human Services Systems and Grants

- HDV-4020: Child and Adolescent Development
- HUM-3600: Justice and Equity
- INTD-3250: Modes & Methods of Learning
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Environment Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3500: Community Engagement
- LDR-3600: Personal and Professional Development
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Environment Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- SOS-4200: Environmental Economics

- PHIL-4120: Environmental Ethics
- SCI-3150: Environmental Science
- SOS-4220: Psychology and the Environment
- SST-3700: Culture and Ecology
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Health Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3500: Community Engagement
- LDR-3600: Personal and Professional Development
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Health Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- HAD-4250: Fundamentals of Healthcare Administratn

- HSA-4200: Human Services Systems and Grants
- HDV-3900: Caring for the Aging
- HDV-4140: Behavioral Physiology
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4030: Health & Nutrition Within the Family
- HWL-4040: Gender & Multicult Issues in Health Care
- SOS-4300: Environmental Health
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, International Service Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3600: Personal and Professional Development
- LDR-3500: Community Engagement
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

International Service Focus Courses (12 Semester Credits).

**Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Area Studies, Foreign Languages, Human Services, International/Global Studies, Political Science

- CRE-3300: Intercultural Conflict
- CRE-4300: Politics, Power and Conflict

- HSA-4200: Human Services Systems and Grants
- HUM-3052: Colonialism
- HUM-3053: Postcolonialism
- HUM-3600: Justice and Equity
- HWL-4040: Gender & Multicult Issues in Health Care
- SST-3600: Human Population and Global Poverty
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Leadership for Service and Change Concentration, Youth in Development Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements: (33 semester credits)

Professional Core Curriculum (21 semester credits):

- COM-4320: Social Media & Social Change
- CRE-3100: Understanding Conflict in Changing
- ICC-3200: Intercultural Competence
- LDR-3500: Community Engagement
- LDR-3600: Personal and Professional Development
- MGT-3550: Leadership
- SST-3500: Thinking in Systems

Focus Areas:

(Select one focus area: 12 credits)

Youth in Development Focus Courses (12 Semester Credits).

**Must include one service learning course:*

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

- CRE-3500: Identity and Conflict Analysis

- HDV-4020: Child and Adolescent Development
- HSA-4200: Human Services Systems and Grants
- HWL-4040: Gender & Multicult Issues in Health Care
- HWL-4030: Health & Nutrition Within the Family
- SOS-4525: Community Engagement & Service Learning *

Liberal Studies, Literature and Creative Writing Concentration, BA

BA in Liberal Studies: Literature and Creative Writing

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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 either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Literature and Creative Writing Concentration Course Requirements: (33 Semester Credits)

11 classes (33 semester credits) from LIT or COM areas.

Management, BA

BA in Management

Location: AU Distance and Extended Education

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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).

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

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees (18 semester credits)

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

Interdisciplinary Core (15 Semester Credits)

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

Capstone Requirement (3 Semester Credits)

- PRO-4970: Senior Project

Professional Core Curriculum (24 Semester Credits)

- MGT-3550: Leadership
- MGT-3680: Accounting and Budgeting
- MGT-3720: Business Law
- MGT-3900: Human Resource Management
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior
- SST-3500: Thinking in Systems

Major Focus Area

(Select one focus area: 12 semester credits):

Project Management Area of Focus Requirements (12 Semester Credits)

- MGT-3830: Project Management and Cost/Scheduling
- MGT-3850: Quality Management
- MGT-3880: Contracting and Purchasing
- MGT-4410: Economics (Micro and Macro)

Healthcare Administration Area of Focus Requirements (12 Semester Credits)

- HAD-4250: Fundamentals of Healthcare Administratn
- HAD-4800: Experientl Learning in Healthcare Admin
- HWL-4000: Econ, Politics & Access in Healthcare
- HWL-4040: Gender & Multicult Issues in Health Care

Peace Corps Preparation, Certificate

Certificate in Peace Corps Preparation

Location: AU Distance and Extended Education

Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

Program Overview

The Peace Corps Preparation Certificate program will prepare undergraduate students for international development fieldwork and potential Peace Corps service. To accomplish this, students build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies are the following: training and experience in one of six work sectors; foreign language skills; intercultural competence, and professional and leadership development. The PC Prep Coordinator works with students to identify Sector requirements based on the sum total of the student's academic history, including transfer credit.

Current Tuition and Fees

[University Tuition and Fees](#)

Antioch University New England

Welcome to Antioch University New England!

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

Our programs and community

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

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

Our History

Antioch University New England (AUNE), founded in 1964, was the first campus developed as a satellite of Antioch College, and is an integral part of the Antioch University system. Antioch College was founded in 1852, and Horace Mann, the famous educational reformer, was its first president. The College was among the first to have women as tenured faculty with the same pay and status as their male counterparts, and among the first to admit African Americans and

women to a full curriculum. These same tenants of striving for democracy and social justice for all are threads woven through all of the current campuses of Antioch University including AUNE.

AUNE began in Putney, Vermont as the Putney Graduate School and was initially affiliated with the Putney School. It then became known as Antioch Putney, and included a semester in Putney, a semester in an urban school (sites included Washington DC and Baltimore) and a semester in Yellow Springs, OH. Antioch Putney's initial students were mostly returning Peace Corps Volunteers. Many of these early graduates from the Putney years are still alive and well, and recall their experiences of arriving in Putney, Vermont, sometimes in the cloak of night, to a place they had never been before. Today, we continue to share the values and mission of Antioch University. Horace Mann's famous Antioch quote, "Be ashamed to die until you have done some victory for humanity", lives on through each and every student, faculty and staff member, and it makes me proud to be called a member of the Antioch family.

Thank you for joining us,
Shawn Fitzgerald, PhD
Dean, Graduate School of Counseling, Psychology and Therapy and CEO, Antioch University
New England

Campus Leadership

Dean, Graduate School of Counseling, Psychology and Therapy and CEO, Antioch University
New England: Shawn Fitzgerald

Associate Provost, Chief Student Services Officer: Linda Drake Gobbo

Director of Student Accounts: Dorothy Shuteran

Director of Financial Aid: Amy Posner

Associate University Registrar: Suzanne Koulalis

Director of Disability Support Services: Fran Ziperstein

Primary Designated School Official (international student support): Laura Andrews

School Certifying Official (VA Benefits): Dorothy Shuteran

Library Access Services Administrator: Abigail Jones

Campus Calendar

Please click [here](#) to view the Antioch University New England Academic Calendar.

Current Tuition and Fees

[University Tuition and Fees](#)

Department Overview: AUNE Applied Psychology

Department of Applied Psychology

The Department of Applied Psychology is made up of three programs that combine rigorous academic scholarship, experiential learning, and assimilation of social justice principles into practice. The programs prepare students as competent research-informed practitioners to assume professional positions in a variety of settings. The goal of our educational programs is to develop therapists to work with couples, families, and individuals integrating theory into practice. While learning about therapy, our students are also engaged in self of the therapist work; exploring who we are, our biases, and our strengths in order to develop a conscious,

purposeful presence with clients, enhancing our abilities to connect and do the work of therapy. Our programs are designed to make an impact on those impacted by injustice and implicit bias.

The COAMFTE accredited CFT Doctoral program prepares students to become researchers, systemic clinical practitioners, systemic supervisors, teachers, and leaders who will take their social justice influenced education and make an impact on the CFT field.

The CFT Master's program has been accredited by COAMFTE for over 25 years and is designed to prepare socially minded, competent, and ethical clinicians who are prepared to work in a variety of professional settings and with diverse populations. This COAMFTE accredited program is designed to meet licensure requirements in most states.

The ADTA approved DMT Master's program engages students in nonverbal and verbal approaches enhanced by training in CFT. As dance/movement therapists, we believe that a person's lived bodily experience is central to the therapeutic process, and that dancing is life-affirming. Relational bodily action is the primary agent of change. Courses in couple and family therapy comprise a concentration to work toward meeting licensure requirements for many states.

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

Special Requirements

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

Certification and Licensing

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

Licensure

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

Certification

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

Registry or Roster

Registry or roster usually refers to a listing of those using a title or providing a service. Registries can be maintained by the profession or by the state. Some states require rostering in order to practice. Clinical Membership in AAMFT and Registry through the American Dance Therapy Association (American Dance Therapists-Registered) are examples of this level of credential. The legislature in each state establishes the criteria for licensure and an appointed board determines an individual's eligibility for licensure. The Department has designed its programs to be consistent with the standards of the representative professional organizations. Individual states, many of which base their legislation on professional organization standards, vary as to specific coursework, number of hours of supervised practice, supervisor qualification, and other required criteria. The Department of Relational and Embodied Arts and Therapies recognizes the importance of licensing and certification as part of the preparation for professional practice and offers coursework and internships that allow students to achieve a licensable portfolio. However, because licensure is the sole province of the state regulating bodies, the Department cannot guarantee that students will be licensed or certified. **It is the students' responsibility to obtain their state's regulations and to meet specific state requirements.** This is especially important since some states require that all coursework be completed within the graduate degree program, and will not allow courses to be added at a later date. Additionally, board membership changes

and new legislation may alter licensure requirements or interpretation of these requirements during a student's program. **It is the students' responsibility to be aware of and to meet these requirements.** The cost of any coursework over and above that required for the students' program is the responsibility of the students including the cost of meeting any future changing regulations. Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure. Core faculty members in the Department are available for advice and counsel on licensing matters but are not responsible for ensuring students' readiness for licensure.

Changing State Licensing Requirements

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

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

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume
- Essay
- 2 letters of recommendation
- Official transcripts from degree granting institution
- Interview
- Video Submission with Verbal Introduction and Movement Piece (DMT)

Doctorate Admissions requirements:

- Application
- Resume
- Essay
- Work sample
- 3 letters of recommendation
- Official transcripts from degree granting institution documenting a clinical master's degree
- Interview

Department Overview: AUNE Clinical Psychology

Department of Clinical Psychology

Established in 1982, the Doctoral Program in Clinical Psychology's philosophy and educational model embodies the program's place in the forefront of professional education in clinical psychology. The program has been accredited by the American Psychological Association (APA) for the maximum 10-year period (through 2027). The program prepares graduates for multiple roles in the expanding world of clinical psychology that includes not only therapy and assessment, but also supervision, management, applied research, administration, consultation, and public policy. Our academic community emphasizes a social vision of clinical psychology committed to diversity and social justice, and responsive to the needs of the region and larger society.

Psychologists who graduate from our program are likely to practice in organized groups or hold positions with a mental health/human service organization. In their professional lives, clinical psychologists will see a substantial number of clients, often the most difficult cases or in areas of particular specialty; supervise line clinicians who are likely to have been trained at the master's level to do much of the direct service; consult, train, and teach; perform complex assessments;

develop and administer programs; be involved in public policy; and conduct applied research, such as evaluating treatment effectiveness, needs assessment, or outcome and program evaluation. Our program offers opportunities for students to prepare to work in primary care and other health settings to support biopsychosocial team-based healthcare.

Admissions Requirements

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

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

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

Other requirements include:

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

Department Overview: AUNE Environmental Studies

Environmental Studies Department

The world needs adept, civically engaged, flexible, creative, collaborative, culturally humble educators, leaders, scientists, policy-makers, advocates, artists, and philosophers. Our intention is that together--students, faculty, staff and community members--we build our capacity to serve in these essential roles.

Integrating systems fundamental to sustainability and resilience requires new forms of human organization, moving away from reductionist, problem-solving strategies to interdisciplinary, holistic, solution seeking approaches. We value rigorous applied scholarship and leverage a variety of strategies and epistemologies to make the world a better place for all through practical professional preparation. Our overarching vision is that students are prepared, through their Environmental Studies graduate education, to advance ethical and evidence-based environmental and social justice solutions to complex challenges and to engage in applied professional environmental research and stewardship. To this end, students completing their graduate degree within the Department of

Environmental Studies are expected to meet the following **student learning outcomes**:

1. Critically examine and understand the history of the narratives and voices present and missing from environmental agendas through personal reflection, engaged scholarship, civic action, cultural humility, and dismantling systems of oppression;
2. Identify and understand social-ecological systems, and their complexities, within the interdisciplinary field of environmental studies;
3. Apply inclusive scientific understanding and multiple ways of knowing, systems thinking, subject matter expertise and practical skills to solve multifaceted environmental challenges using fair, just, informed decision making;
4. Communicate with, engage, and inspire a range of groups and individuals to advance biodiversity conservation, climate resilience, education, environmental justice, and sustainable livelihoods;
5. Apply concepts and skills of facilitative, collaborative mission-aligned leadership to authentically engage diverse communities and values; and
6. Participate effectively in the ES community as a student and graduate, and be prepared to contribute professionally and actively to one's communities and spheres of influence.

The mission of the Department of Environmental Studies is to educate a critical mass of visionary, effective leaders who will achieve environmental victories for a just and thriving world. We do this in a collaborative, interdisciplinary community founded on academic excellence and principles of justice.

The department offers a Doctorate in Environmental Studies; two Master of Science degrees: one in Environmental Studies with a variety of concentrations, and one in Resource Management and Administration also with several concentrations.; and several certificate programs, all with environmental studies at the core. Students are educated to be interdisciplinary, open-minded, globally-thinking scholars and practitioners who are equipped to tackle today's complex environmental problems.

Whether delivered in a face-to-face, hybrid or in a virtual format the emphasis is on interactive teaching, research, and field study or service learning opportunities.

Admission Requirements

Masters and Certificate Admissions Requirements

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

Doctoral Admissions requirements

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

International Service Program (Peace Corps) degree requirements:

The Department of Environmental Studies at AUNE offers students the opportunity to combine Peace Corps service with master's study through the International Service Program (ISP). This program is available to students pursuing their 36 credit Master's of Science in Environmental Studies (excluding the Science Teacher Certification concentration). Accepted students file program plans that will reflect the timing of their Peace Corps Service. If a student is not accepted into the Peace Corps they can continue with Antioch to complete their MS degree in the concentration to which they were initially accepted.

Students take a minimum of two semesters of coursework originating from AUNE, followed by three months of training and two years of service in the Peace Corps for which they earn 6 credits, tuition-free, as Peace Corps volunteers. These credits are awarded as one 3 credit professional internship and one 3 credit research project. Tuition and fees are also waived for students while serving in the Peace Corps. Following their Peace Corps service, students return to AUNE as needed to complete any remaining coursework and additional academic requirements including a capstone or second internship. This is a specialized program and may not be combined with other specialized programs or partnerships.

Masters of Science (MS) in Environmental Studies

The MS in Environmental Studies (ES) degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations as described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;
3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;
4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

- MS in Environmental Studies with a Concentration in Advocacy for Social Justice and Sustainability
- MS in Environmental Studies with a Concentration in Conservation Biology
- MS in Environmental Studies with a Concentration in Environmental Education
- MS in Environmental Studies with a Concentration in Self-Designed Studies
- MS in Environmental Studies with Science Teacher Pathway to Licensure
- MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation

Department Overview: AUNE Clinical Mental Health Counseling

Department of Clinical Mental Health Counseling

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

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

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

Special Requirements

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

Certification and Licensing

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

Licensure

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

Certification

Certification is a process of verifying one's professional qualifications. State laws may establish certification; national professional organizations/boards may also certify. Most often this includes a written examination of one's knowledge in the field. The National Board of Certified Counselors offers certification as a National Certified Counselor and several specialty certifications. Certification for drug and alcohol counselors is available both through professional organizations and through state certifying bodies. Certifications, memberships, and registries are not generally recognized by insurance payers, but are useful to the public in assessing a practitioner's qualifications.

Registry or Roster

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

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

students including the cost of meeting any future changing regulations. Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure. Core faculty members in the Department are available for advice and counsel on licensing matters but are not responsible for ensuring students' readiness for licensure.

Changing State Licensing Requirements

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

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

Admission Requirements

Masters and Certificate Admissions Requirements

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

Department Overview: AUNE Education

Department of Education

The Education Department at AUNE is the oldest graduate program in the University. For over 50 years the department has offered progressive teacher education with a focus on student-centered learning and reflective teaching practice. On campus, licensure programs for elementary, early childhood, and special education with a focus on thematic, integrated curriculum, play-based education, nature-based early childhood, and special education inclusion are offered. Our Waldorf Teacher Education program attracts students seeking an accredited MEd and a Waldorf certificate recognized by the Association of Waldorf Schools of North America (AWSNA). For forty years our Waldorf alumni have successfully taught in schools throughout North America, serving as pedagogical leaders and advocates for social justice in independent and public Waldorf schools. Finally, the Experienced Educators program offers fully online master's degrees and graduate certificates for working teachers with unique concentrations including Place-Based Education, Mindfulness for Educators, Reggio Emilia Approach, Problem-Based Learning, Trauma-Informed Teaching, and Humane Education. The Self-Designed concentration allows students to combine concentrations to meet specific professional goals. Online classes are small and personalized and students have the opportunity to work with amazing faculty from around the country.

The Department of Education at Antioch University New England offers Master's Degree and Certificate programs in three distinct areas of study.

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume
- Essay (not required for Trauma Informed Education, Reggio Emilia Approach, and Dyslexia Studies certificates)
- 2 letters of recommendation (not required for Trauma Informed Education, Reggio Emilia Approach, and Dyslexia Studies certificates)
- Official transcripts from degree granting institution
- Interview

Elementary, Early Childhood, and General Special Education NH State Licensure Pathway
(Integrated Learning)

AUNE offers a Master's of Education degree in Elementary Education and is a New Hampshire State Board of Education approved Educator Preparation Program for initial licensure in: Elementary Education, Early Childhood Education, and General Special Education.

Waldorf Teacher Education Programs

AUNE offers graduate certificates and Master's degree programs in Waldorf Teacher Education. All teacher preparation programs are approved by the Association of Waldorf Schools of North America. Students can complete their degrees through three summers of study with some distance learning in the spring, or in a concentrated 5-semester course of study, including two summers. Students in the MEd program earn the degree of Master of Education in Foundations of Education in addition to the Waldorf teaching certificate. Additionally, AUNE offers a unique advanced program in Transdisciplinary Studies in Healing Education which can lead to either a graduate certificate or a MEd.

Foundations of Education (Experienced Educators) - Graduate Certificates and Master's Degrees for Working Educators

The Experienced Educators program offers graduate certificates and MEd's for working teachers in many areas of specialization (see below). The primary degree is the Master of Education in Foundations of Education. Programs vary in length from 3 terms to 7 terms with the typical student completing 1 to 2 courses per term. The Experienced Educators program also partners with the Institute for Humane Education to offer a Graduate Certificate in Humane Education, as well as the Master of Arts in Humane Education and the Master of Education in Humane Education.

Addictions Counseling, Post-Master's Certificate

Certificate in Addiction Counseling

Location: AU New England

Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 9 months

Program Overview

The Post-Master's Certificate in Addictions Counseling program is designed to provide convenient, high-quality specialized training for mental health providers who seek to offer services that work to meet the critical needs of the regional and national substance use crisis and enhance their requisite skills for work in addictions counseling. The certificate program will enable clinicians to better understand specialized issues related to addictions counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with addictions treatment needs to more effectively support their recovery efforts. The program is open to those with a graduate degree in an allied mental health profession. The certificate program can be tailored to individual needs based on the courses offered below. All courses are consistent with CACREP accreditation requirements.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Choose four from the following courses - 12 credits

- COUN-5632: Psychopharmacology
- COUN-6122: Addictions Counseling
- COUN-6132: Process Addictions
- COUN-6142: Social Justice and Advocacy in Addiction Counseling
- 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

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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 & Ethics
- 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-6940: CMHC Capstone Seminar
- 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-6142: Social Justice and Advocacy in Addiction Counseling
- 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 with Art Therapy

Location: AU New England

Credits for Degree: 66 semester credits

Standard Mode of Instruction: Online, Low-residency

Standard time to completion: 36 months

Program Overview

This Art Therapy Concentration program is designed in alignment with CACREP and CAAHEP standards. 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, diagnosis & treatment, career counseling, group counseling, assessment and testing, research and evaluation, addictions counseling, developmental & trauma-informed art therapy, history & theory of 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 a Master's 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, recorded lectures, small group activities, written discussions, journaling, and assignments that are experiential in nature. The program includes two, separate, required clinical intensive residencies, typically held in May. The first intensive follows a successful completion of the Foundational Counseling Skills course and focuses on the development and demonstration of students' basic counseling skills and art therapy within small groups. 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 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

CMHC Courses

- COUN-5102: Introduction to the Program and the Profession
- COUN-5902: Foundational Counseling Skills
- COUN-5002: CMHC Residency
- COUN-5262: Human Growth and Development
- COUN-5542: Counseling Theories
- COUN-5502: Diagnosis and Treatment
- COUN-6122: Addictions Counseling
- COUN-5142: Assessment and Testing
- COUN-6752: Crisis Counseling Interventions
- COUN-5222: Career Counseling Development

CMHC, Art Therapy Concentration Courses

- COUN-6032: Professional Orientation & Ethics

- COUC-5510S: Research and Evaluation
- COUN-6062: Social and Cultural Diversity
- COUN-6030: Group Counseling
- 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: Creative Arts Therapy Master's Project

Clinical Courses

- COUC-5406: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy
- COUC-6402: 0 (*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: Classroom or low-residency/online

Standard time to completion: 24 months

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.

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.

Current Tuition and Fees

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 & Ethics
- 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, MA

MA in Clinical Mental Health 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

Program Overview

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

The program is offered in two formats: (1) in-person, weekend model (75% in person; 25% online) on the AUNE Keene, NH campus and (2) online with two week-long, in-person 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.

The CMHC curriculum also provides students with the option to choose from several elective course options that include more focused training in specific areas of interest. Students' academic advisors work with students to help determine areas of interest and need best suited to their desired work setting. Some focus areas require students to earn related counseling experience during their internship.

The program includes practicum and internship experience in a clinical placement at approved sites, which students enter once they have completed the required prerequisites. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Following successful completion of the 100-hour practicum experience, students advance and deepen their clinical training through supervised internship experiences. Over two to three semesters of internship, students accrue a minimum total of 600-900 supervised clinical hours, depending on state licensure requirements and career goals. Students are responsible for finding their own site and receive support from the Practicum and Internship team.

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

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

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

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

Current Tuition and Fees

[University Tuition and Fees](#)

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 & Ethics
- 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-6940: CMHC Capstone Seminar
- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship (*take 2 times*)

Plus Choice of Three Electives - 9 Semester Credits

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

Addictions Electives Include

Addiction Concentration fully described below:

- COUN-5632: Psychopharmacology
- COUN-6132: Process Addictions
- COUN-6142: Social Justice and Advocacy in Addiction Counseling
- COUN-6262: Intgr App Addic Coun
- COUN-6662: Family Couns Apprch Addictions Treatmt

Trauma Electives Include

Trauma Concentration fully described below:

- 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
- 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

Couple & Family Therapy, MA

MA in Couple and Family Therapy

Location: AU New England

Credits for Degree: 61 semester credits

Standard Mode of Instruction: Low Residency

Standard time to completion: 33 months

Program Overview

The Master's Degree in Couple and Family Therapy prepares students to become socially proficient couples and family therapists by integrating the principles of social justice and diversity throughout all courses and clinical work. These mental health professionals are trained to work with individuals, couples, And families from a relational and systemic perspective. Through a systemic lens, CFTs approach treatment holistically by focusing on the mind, body, social contexts, and relational systems-partners, coworkers, friends, and family members-of their clients.

Students are prepared to begin a career in CFT by providing basic didactic and clinical skills, as well as professional development and socialization. The CFT curriculum meets the educational requirements for licensure as a Marriage and Family Therapist in the State of New Hampshire and is professionally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It remains for students to ensure they are eligible for licensing in the specific state(s) in which they intend to practice.

Designed to be completed in just under three years of full-time enrollment, the master's program is offered through a low-residency format. In-person residencies are required throughout the three-year program as follows: Two 4-day residencies (fall and spring) during years one and two and one final, 2-day residency in year three in spring with your graduating cohort. Residencies typically take place on or near the Antioch New England Campus in the fall semester (generally September), as well as the spring concluding residency; and on or near one of our Antioch Southern California Campuses for the spring semester . Between residencies, students work on course material both asynchronously through online assignments and synchronously through virtual (Zoom) class meetings. Students complete one full year of coursework before engaging in internship experiences in years two and three. During the internship experience, students will be required to attend weekly virtual (Zoom) supervision meetings, in addition to attending on-site supervision meetings at their internship placement/site.

Current Tuition and Fees

Plan of Study

Core Courses - 36 Semester Credits

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

Clinical Courses - 16 Semester Credits

Clinical & Internship Courses

Internships consist of a total of 1,250 supervised clock hours in an approved internship site, completed over the course of five semesters.

- CFT-6960: Clinical Skills in CFT
- CFT-6961: CFT Internship I
- CFT-6962: CFT Practicum II
- CFT-6963: CFT Internship III
- CFT-6964: CFT Internship IV
- CFT-6965: CFT Internship V

Elective Courses - 9 semester credits

Students may select any 3 courses.

Electives may include courses offered in other clinical departments. Not all electives are available every semester. You will plan your electives with your advisor in advance of your first summer.

Addictions Electives

- COUN-5632: Psychopharmacology
- COUN-6132: Process Addictions
- COUN-6142: Social Justice and Advocacy in Addiction Counseling
- COUN-6262: Intgr App Addic Coun

Trauma Electives

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

Gender Affirming Clinical Practice Electives

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

Note:

In order to obtain a Master of Arts degree in Couple and Family Therapy a 61-credit minimum is required unless courses are waived at time of admission to the program.

By the conclusion of the internship requirements, students must have provided a minimum of 500 direct client contact hours including no fewer than 250 direct client contact relational hours. Students also need to complete no fewer than 100 hours of approved supervision, 50 hours of which must be live, video, or audio recorded therapy sessions directly observed by the supervisor, and 50 hours of which must be individual supervision (no more than two students present with the supervisor). Students are required to video and audio record their sessions using Supervision Assist, a HIPAA compliant software program. All COAMFTE clinical requirements must be adhered to by the sites and supervisors. The Director of Clinical Training will provide current information and will assist CFT students to obtain an appropriate clinical site placement and supervision.

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

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 the Antioch New England Campus in the fall semester, (generally September); on or near one of our Antioch Southern California Campuses for the spring semester (generally January); and on our near our Antioch Seattle Campus in Summer (typically June). 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. 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 completion of a doctoral dissertation which demonstrates doctoral level scholarship, and satisfactory performance on the Qualifying Examinations after the end of the second academic year in the doctoral program.
- The minimum length of time for program completion is three years and the maximum time to completion (with financial aid eligibility) is 6 years from initial enrollment to complete all course requirements, practical experience requirements and dissertation.
- By the conclusion of the advanced practical experience requirements, students must have spent at least one year (3 semesters) engaged in supervised clinical practice and one year (3 semesters) engaged in additional practical experience (teaching, consultation, leadership, and/or supervision). Students may take one additional year of professional seminar courses to continue to receive advanced practical experience supervision. Advanced practical experience placements may require criminal background checks as

well as verification of up-to-date vaccinations. Students without a background in CFT will be required to take additional prerequisite coursework.

Current Tuition and Fees

[University Tuition and Fees](#)

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/ Consultation/ Leadership (T/C/L) in Cft
- CFT-7190: Intro to Qualitative Methods
- CFT-7200: Teaching/ Consultation/ Leadership (T/C/L) Applications
- CFT-7300: Clinical Innovations W/ Diverse Populati on
- 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-7404: Doctoral Professional Seminar IV

- CFT-7405: Doctoral Professional Seminar V
- CFT-7406: Doctoral Professional Seminar VI
- 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-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, Certificate in Respecialization (Post-Master's)

Certificate in Couple and Family Therapy

Location: AU New England

Credits for Degree: 27min up to 30 semester credits

Standard Mode of Instruction: Low-residency & online

Standard time to completion: 24 months

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 graduate degree in the mental health field, but seeks specialized training in Couple and Family Therapy. Combined online instruction with 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 goal and meets 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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

PhD Level Courses

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

Dance Movement Therapy, Couple and Family Therapy, MA (low residency)

MA in Dance Movement Therapy: Couple and Family Therapy (low-residency)

Location: AU New England

Credits for Degree: 63 semester credits

Standard Mode of Instruction: Low-residency summer entry

Standard time to completion: 32 months

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 three years of full-time enrollment. On-Campus Mode for fall or spring entry points is planned to be completed 8 semesters of full-time enrollment and the Low-Residency Mode (online w/intensive residencies) in 9 semesters with a summer entry point.

Students engage in both DMT and CFT courses, pre-practicum and practicum work throughout their first two years. Field work/internships must be supervised by a BC-DMT or CFT 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Summer I

- DMT-6410: Foundational Theories of DMT A1 Origins
- DMT-5020: Psychomotor Assess Chld

Fall I

- DMT-6002: DMT/CFT Identity, Law, and Ethics
- CFT-6420: Foundational Theories in Couple and Family Therapy
- DMT-6200: Social Identities, Power, and Inequities a Systemic Perspective
- DMT-6911: Practicum in DMT I Theoretical Applications

Spring I

- CFT-5760: Postmodern Approaches to Family Therapy
- CFT-6960: Clinical Skills in CFT
- DMT-5170: Human Development and Lifespan Systems
- DMT-6921: Practicum in DMT II Theoretical Applications

Summer II

- CFT-6480: Intro to Couples Therapy
- DMT-5010: Psychomotor Assessment of Adults
- DMT-6010: Psychopathology and Treatment Planning DMT Perspectives

Fall II

- DMT-5800: Foundational Theories of Creative Arts Therapies
- CFT-6961: CFT Internship I
- DMT-6041: Group Work in DMT: Liberatory Practices

Spring II

- CFT-6982: CFT Internship II
- CFT-5180: Human Sexuality & Sex Therapy
- DMT-6210: Dance/Movement Therapy & Systemic Approaches to Addictions Treatment

Summer III

- DMT-5700: Research and Evaluation in Systemic and Creative Arts Therapies
- DMT-6220: DMT & Systemic Approaches to Crisis and Trauma

Fall III

- DMT-6941: Internship in DMT I
- DMT-6951: Case Consultation/ Supervision I Applications

Spring III

- DMT-6942: Internship in DMT II
- DMT-6952: Case Consultation/ Supervision II Applications

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

Certificate in Dance/Movement Therapy

Location: AU New England

Credits for Degree: 29 semester credits

Standard Mode of Instruction: Low-residency & online

Standard time to completion: 36 months

Program Overview

The LR DMT certificate fulfills the majority of requirements to apply through the Alternate Route pathway for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). The low-residency certificate program is completed over three years and includes three residencies in Keene, NH and 9 credits online.

Admission Requirements

- Must be enrolled in or have completed a master's degree in education or mental health (Social Work, Marriage and Family Therapy, Clinical Psychology, etc.). (Additional psychology courses are required for those without a clinical degree.) Please check with your state licensing boards regarding private practice.)
- Significant experience in at least two different dance/movement forms (such as ballet, modern, jazz, improvisation, popular/street/indigenous, liturgical, ballroom, traditional/ethnic/folk, African, Caribbean, Korean, Latin, Middle Eastern, Native American, Tai-chi, Aikido, etc.) and in-depth knowledge of one of them is required.
- Teaching, performing, and/or choreography experience is preferred.
- Applicants must submit a one- to two-page response to each admission question specified in the program application.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Coursework - 29 semester credits

- DMT-5010: Psychomotor Assessment of Adults
- DMT-5020: Psychomotor Assess Chld
- 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 Al Origins
- DMT-6500: Advanced DMT Seminar Professional Iden Tity
- DMT-6951: Case Consultation/ Supervision I Applications
- DMT-6952: Case Consultation/ Supervision II Applications

Dance/Movement Therapy, Couple and Family Therapy Concentration, MA

MA in Dance Movement Therapy: Couple and Family Therapy

Location: AU New England

Credits for Degree: 63 semester credits

Standard Mode of Instruction: On-Campus for fall and spring entry

Standard time to completion: 32 months

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 three years of full-time enrollment. On-Campus Mode for fall or spring entry points is planned to be completed 8 semesters of full-time enrollment and the Low-Residency Mode (online w/intensive residencies) in 9 semesters with a summer entry point.

Students engage in both DMT and CFT courses, pre-practicum and practicum work throughout their first two years. Field work/internships must be supervised by a BC-DMT or CFT 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study 63-64 credits

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

Required DMT Coursework 44-45 Semester Credits

Core - 36 Semester Credits

- DMT-5010: Psychomotor Assessment of Adults
- DMT-5020: Psychomotor Assess Chld
- DMT-5170: Human Development and Lifespan Systems
- DMT-5700: Research and Evaluation in Systemic and Creative Arts Therapies
- DMT-5800: Foundational Theories of Creative Arts Therapies
- DMT-6002: DMT/CFT Identity, Law, and Ethics
- 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-6210: Dance/Movement Therapy & Systemic Approaches to Addictions Treatment
- DMT-6220: DMT & Systemic Approaches to Crisis and Trauma
- DMT-6410: Foundational Theories of DMT AI Origins

Core Clinical - 8-9 Semester Credits

- DMT-6911: Practicum in DMT I Theoretical Applications
- DMT-6921: Practicum in DMT II Theoretical Applications
- DMT-6931: Practicum in DMT III Theoretical Applications
- DMT-6941: Internship in DMT I
- DMT-6942: Internship in DMT II
- DMT-6951: Case Consultation/ Supervision I Applications
- DMT-6952: Case Consultation/ Supervision II Applications

Required CFT Concentration Coursework - 19 Semester Credits

Concentration - 12 Semester Credits

- CFT-5180: Human Sexuality & Sex Therapy
- CFT-5760: Postmodern Approaches to Family Therapy
- CFT-6420: Foundational Theories in Couple and Family Therapy
- CFT-6480: Intro to Couples Therapy

Concentration Clinical - 7 semester Credits

- CFT-6960: Clinical Skills in CFT
- CFT-6961: CFT Internship I
- CFT-6962: CFT Practicum II

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 Couple and Family Therapy program 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 TGNC population.

Students work on course material both asynchronously through online assignments 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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: Trans Affirmative Clinical Practice An Introduction

Trauma Counseling, Certificate (Post-Master's)

Certificate in Trauma Counseling

Location: AU New England

Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

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

Dyslexia Studies, Certificate

Certificate in Dyslexia Studies

Location: AU New England

Credits for Degree: 18 semester credits

Standard Mode of Instruction: Online

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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: Online

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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-6160: Principles of Sustainability
- EDT-6200: History & Practice of EFS

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

Elementary Education, Elementary and Early Childhood NH State Licensure Pathway, M.Ed. (Integrated Learning)

This program is not accepting new students for the 2022-23 academic year. (updated 9/12/22)

MEd in Elementary Education; Elementary and Early Childhood NH State Licensure Pathway

Location: AU New England

Credits for Degree: 40 semester credits

Standard Mode of Instruction: Classroom, online

Standard time to completion: 16 months

Program Overview

The MEd degree in Elementary Education - Elementary and Early Childhood Education NH State Licensure Pathway is designed to be completed in 4 semesters. During the summer semesters, the program includes 3-week residencies on campus in July, plus online classes. During fall and spring semesters, classes meet monthly, in person and online, and internships are Monday to Thursday.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. degree in Elementary Education and be recommended for initial New Hampshire Elementary and Early Childhood Education teaching licensure students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 40 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 Semester Credits

- EDT-5320: Conceptual Development
- EDT-5720: Human Develop Chldhd

OR

- EDT-6260: The Developing Mind

Curriculum & Instruction - 17 Semester Credits

- EDC-5020: Leading Inclusion Building Bridges
- EDC-5291: Place-Based Social Studies
- EDC-5510: Integrated Learning
- EDC-5550: Reading & Writing Literacy Elementary/Early Childhood
- EDC-5630: Math Methods - Elementary/Early Childhood
- EDC-5770: Problem-Solving Science
- EDC-6480: Early Childhood Education Pre-K-3rd
- EDC-6650: Movement & Storytelling Pre-K Classroom

Educational & Social Policy - 3 Semester Credits

- EDP-5900: Teaching Exceptional Children
- EDP-5980: School Law

Electives - 6 Semester Credits

Courses of relevance to students' professional goals from the Education Department or other Antioch University academic departments.

Internship and Professional Seminar - 8 Semester Credits

Elementary and Early Childhood teaching licensure students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in a pre-school, kindergarten, or first grade classroom. An Early Childhood internship may be conducted in an educational setting such as a nature center, educational consulting organization, or museum as approved by the internship coordinator.

- ED-6910: Internship-Elementary Education
- ED-6920: Internship-Early Childhood Education
- ED-6970: Professional Practice Seminar (*take 2 semester credits*)

Elementary Education, Elementary and Special Education NH State Licensure Pathway, M.Ed. (Integrated Learning)

This program is not accepting new students for the 2022-23 academic year. (updated 9/12/22)

MEd in Elementary Education; Elementary and Special Education NH State Licensure Pathway

Location: AU New England

Credits for Degree: 42 semester credits

Standard Mode of Instruction: Classroom, online

Standard time to completion: 16 months

Program Overview

The MEd degree in Elementary Education: Elementary and Special Education NH State Licensure Pathway program is designed to be completed in 4 semesters. During the summer semesters, the program includes 3-week residencies on campus in July, plus online classes. During fall and spring semesters, classes meet monthly, in person and online, and internships are Monday to Thursday.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. degree in Elementary Education and be recommended for initial New Hampshire Elementary and General Special Education teaching licensure students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 42 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 Semester Credits

- EDT-5320: Conceptual Development
- EDT-5720: Human Develop Chldhd

OR

- EDT-6260: The Developing Mind

Curriculum & Instruction - 16 Semester Credits

- EDC-5020: Leading Inclusion Building Bridges
- EDC-5291: Place-Based Social Studies
- EDC-5510: Integrated Learning
- EDC-5550: Reading & Writing Literacy Elementary/Early Childhood
- EDC-5630: Math Methods - Elementary/Early Childhood
- EDC-5770: Problem-Solving Science
- EDC-6731: Special Education Assessment
- EDC-6732: Special Education Instructional Strategies

Educational & Social Policy - 6 Semester Credits

- EDP-5900: Teaching Exceptional Children
- EDP-5980: School Law
- EDP-6700: Special Education Families and Networks
- EDP-6750: Special Education Law and Policy

Electives - 6 Semester Credits

Courses of relevance to students' professional goals from the Education department or other Antioch University academic departments.

Internship and Professional Seminar - 8 Semester Credits

Elementary and Special Education teaching licensure students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship with a special education teacher in an approved school or in an alternative special education setting as approved by the internship coordinator.

- ED-6910: Internship-Elementary Education
- ED-6980: Internship-Special Education
- ED-6970: Professional Practice Seminar (*take 2 semester credits*)

Elementary Education, Elementary Education NH State Licensure Pathway, M.Ed. (Integrated Learning)

This program is not accepting new students for the 2022-23 academic year. (updated 9/12/22)

MEd in Elementary Education; Elementary Education NH Licensure Pathway

Location: AU New England

Credits for Degree: 40 semester credits

Standard Mode of Instruction: Classroom, online

Standard time to completion: 16 months

Program Overview

AUNE offers a Master's of Education degree in Elementary Education and is a New Hampshire State Board of Education approved Educator Preparation Program for initial licensure in: Elementary Education, Early Childhood Education, and General Special Education.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. degree in Elementary Education and be recommended for initial New Hampshire Elementary teaching licensure students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 40 semester credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 Semester Credits

- EDT-5320: Conceptual Development
 - EDT-5720: Human Develop Chldhd
- OR**
- EDT-6260: The Developing Mind

Curriculum & Instruction - 14 Semester Credits

- EDC-5020: Leading Inclusion Building Bridges
- EDC-5291: Place-Based Social Studies
- EDC-5510: Integrated Learning
- EDC-5550: Reading & Writing Literacy Elementary/Early Childhood
- EDC-5630: Math Methods - Elementary/Early Childhood
- EDC-5770: Problem-Solving Science

Educational & Social Policy - 3 Semester Credits

- EDP-5900: Teaching Exceptional Children
- EDP-5980: School Law

Electives - 9 Semester Credits

Courses of relevance to students' professional goals from the Education Department or other Antioch University academic departments.

Internship and Professional Seminar - 8 Semester Credits

For Elementary teaching licensure students, at least one internship must be in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. The second internship may be conducted in a formal school/classroom setting, or in an informal educational setting such as a nature center, educational consulting organization, or museum as approved by the internship coordinator.

- ED-6910: Internship-Elementary Education
- ED-6970: Professional Practice Seminar (*take 2 semester credits*)

Elementary Education, Waldorf Concentration with Elementary Focus - Year-Round Program, M.Ed.

MEd in Elementary Education: Waldorf Concentration with Elementary Focus - Year-Round program

Location: AU New England

Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 32 months

Program Overview

The MEd in Elementary Education: Waldorf Concentration with Elementary Focus - Year-Round program starts in the summer and is designed to be completed in approximately 8 consecutive 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn this M.Ed. degree (without a NH State Licensure Pathway), students must successfully complete a minimum of 32 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 semester Credits

- EDT-5840: Human Development
- EDT-5860: Evolving Consciousness & Philosophy
- EDT-6070: Foundations of Human Experience

Curriculum & Instruction - 14 semester Credits

- EDC-5640: Geometry in the Waldorf Curriculum
- EDC-5350: Music Curriculum

- EDC-5360: Science Curriculum
- EDC-5381: Math Methods in the Waldorf 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 (*2 semester credits*)
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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-0110: Handwork in the Waldorf School
- ED-0190: Today's Child

Teaching Internship and Professional Seminar - 4 Semester Credits

- ED-6915: Internship-Waldorf School
- OR**
- ED-6931: Practicum-Waldorf School One semester supervised teaching in Waldorf School under approved Waldorf teacher.
- ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
- OR**
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Master's Project - 4 Semester credits

- ED-6990: Master's Project
- ED-6999: Master's Project Continuation (*enroll in subsequent semesters until Master's Project is completed*)

Foundations of Education, Dyslexia Studies, M.Ed.

MEd in Foundations of Education: Dyslexia Studies

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 28 months

Program Overview

The MEd in Foundations of Education with a Concentration in Dyslexia Studies program is built upon the latest research and best practices for working with students with dyslexia. Antioch University New England's MEd in Dyslexia Studies program has met the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teacher of Reading, and has been recognized with IDA accreditation.

The 33-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. This fully online program can be completed in 4 -7 semesters. Students typically take 6-9 credits per term.

Plan of Study

To earn the MEd in Foundations of Education: Dyslexia Studies, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 semester credits

All students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5450: Philosophy of Education and Change
- EDT-6260: The Developing Mind

Concentration Courses - 18 semester credits

Students are required to take the following courses

- RLE-5156: Introduction to Dyslexia
- RLE-5055: Foundations & Psychology of Reading
- 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

Foundations of Education, Educating for Sustainability, M.Ed.

MEd in Foundations of Education: Educating for Sustainability

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, Classroom

Standard time to completion: 28 months

Program Overview

The Educating for Sustainability concentration focuses on the interdependence of environment, economy, and equity (the three E's of Educating for Sustainability) and how we can incorporate sustainability at any grade level and in every subject area.

This program can be completed in 5-7 semesters with fully online and low residency options available. Students can begin in any semester and typically take 3-6 credits per term. Optional summer classes are available face-to-face in Keene, NH.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the MEd in Foundations of Education: Educating for Sustainability, students must successfully complete a total of 33 credits as outlined below.

Core Courses

All students must take the following 18 semester credits

- EDP-6160: Real World Sustainability
- EDP-6550: Sustainable Leadership
- EDT-5360: Childhood & Nature
- EDT-5500: Critical Skills Classroom Immersion
- EDT-6160: Principles of Sustainability
- EDT-6200: History & Practice of EFS

Practicum - 9 Semester Credits

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum

Electives - 6 Semester Credits

Students must also take 6 additional elective credits.

Choose from any AU courses as approved by your advisor.

Foundations of Education, Integrated STEAM Education Concentration, M.Ed.

MEd in Foundations of Education: Integrated STEAM Education

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Classroom, Online, low residency

Standard time to completion: 28 months

Program Overview

The Integrated STEAM Education concentration 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 program can be completed in 5-7 semesters with fully online and low residency options available. Students typically take 3-6 credits per term.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education: Integrated STEAM Education, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

All students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5450: Philosophy of Education and Change
- EDT-6260: The Developing Mind

Required Concentration Course - 3 Semester credits

- EDC-5520: Equitable Math Practices

Concentration Courses - 15 Semester credits

Students must select 15 semester credits from the following courses

- EDC-6820: Building Inclusive Learning Communities
 - EDC-6871: Principles of STE(A)M
 - EDC-6885: Authentic Lesson Design & Assessment
 - EDP-6630: Educational Advocacy & Leadership
 - EDP-6755: Research Topics in Education
 - EDT-5470: Tech Tools Classroom for All Learners
 - EDT-5500: Critical Skills Classroom Immersion
- OR**
- EDC-6887: Intro to the Critical Skills Classroom
- Any AU course or SIS as approved by advisor.*

Foundations of Education, Mindfulness for Educators Concentration, M.Ed.

MEd in Foundations of Education: Mindfulness for Educators

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, classroom

Standard time to completion: 28 months

Program Overview

Teachers who pursue an M.Ed. with a concentration in Mindfulness for Educators study the core principles of mindfulness and compassion. The program strengthens an educator's innate wisdom through the study and daily application of ancient and current applied philosophical perspectives, and universal and human development models. It has a three-pronged approach:

- formal meditation practice
- study of the field of mindfulness
- application of ideas and approaches to classroom and other educational contexts

This program can be completed in 5 -7 semesters with fully online and low residency options available. Students typically take 3-6 credits per term.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education with Mindfulness for Educators Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 semester credits

All students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5450: Philosophy of Education and Change

- EDT-6260: The Developing Mind
- OR**
- EDT-5360: Childhood & Nature

Concentration Courses - 12 semester credits

Students must take 12 semester credits among the following courses

- EDT-5140: Buddhist Frmwks / Reflect on Teaching
- EDT-5200: Awareness Body Mind Heart; Path to Chg
- EDT-5220: Human Development Teaching & Learning

AND either one of these two courses:

- EDL-6400: Principles & Practice of Mindful Ldrshp
- OR**
- EDT-6190: Compassionate Action in the World

Elective Credits - 6 semester credits:

Any AU course or SIS as approved by advisor, including residential meditation retreat experience, Awareness Through the Body, or an external curriculum training program for teaching mindfulness to children.

Foundations of Education, Nature-Based Early Childhood Education, M.Ed.

MEd in Foundations of Education: Nature-Based Early Childhood Education

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, classroom

Standard time to completion: 28 months

Program Overview

The Nature-Based Early Childhood Education concentration program trains teachers, administrators, and founders of nature preschools and forest kindergartens. The forest kindergarten movement has been thriving in Europe for the last three decades and has recently taken root in the United States. Simultaneously, there has been a growing number of nature preschools in the United States. Both nature preschools and forest kindergartens have a uniquely different approach to curriculum than conventional indoor early childhood programs.

This program can be completed in 5-7 semesters. Students may begin in the Summer or Spring semester. Some classes are offered online and some classes are face-to-face in Keene, NH on selected Fall and Spring weekends, and for weeklong intensives in July. Students typically take 3-6 credits per term.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education with Nature-Based Early Childhood Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

Students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum

- EDT-5450: Philosophy of Education and Change
- EDT-6260: The Developing Mind

Concentration Courses - 7 Semester Credits

All students must take the following 4 courses

- EDC-5090: Nature-based Early Childhood Curriculum
- EDP-5580: Working With Families & Community
- EDP-5600: Business Planning for Nature Preschools
- EDP-5620: Risk Mgt for Nature based Early Chldhhd

Elective Courses - 11 Semester credits

Choose from list below or any other AU elective approved by your advisor

- ED-5610: Natural History for Early Childhood Teaching in Winter
- ED-5900: Intrnshp Nature Preschl or Kindergarten
- 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 Chldhhd
- EDC-5160: Schl Change Practicum Nature Preschool *(this option may substitute for a required practicum above, please consult with your advisor before registering for this course)*
- EDU-5010: Becoming a Trauma Informed Educator
- EDU-5011: Introduction to Becoming a Trauma Informed Educator - A
- EDU-5040: Trauma Sensitive Learning Environments
- EDU-5012: Introduction to Becoming a Trauma Informed Educator - B
- ECE-6450: The Atelier & Learning - Arts Integratn
- ECE-5710: Intro to the Reggio-Emilia Approach-A
- ECE-5720: Intro to the Reggio-Emilia Approach-B
- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- EDC-5280.NE: Ecology of Imagination
- EDC-6555: Place-Based Teaching and Learning
- EDL-6400: Principles & Practice of Mindful Ldrshp
- EDT-6220: Mindfulness Practices for Educators

Foundations of Education, Place-Based Education Concentration, M.Ed.

MEd in Foundations of Education: Place-Based Education

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, classroom

Standard time to completion: 28 months

Program Overview

The Place-based Education concentration focuses on the process of using the local community and environment as starting points to integrate language arts, mathematics, social studies, science, art, music, and technology. The MEd is built on David Sobel's pioneering program development and writing that sparked a nationwide and international movement to design and implement place-based learning.

This program can be completed in 5-7 semesters with fully online and low residency options available. Students can begin in any semester and typically take 3-6 credits per term. Optional summer classes are available face-to-face in Keene, NH.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education with Place-based Education Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

Students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
 - EDR-6920: Practicum-Child Study
 - EDR-6940: Practicum-Curriculum
 - EDT-5450: Philosophy of Education and Change
- OR**

- EDT-6160: Principles of Sustainability
 - EDT-6260: The Developing Mind
- OR**
- EDT-5360: Childhood & Nature

Concentration Courses - 9 Semester Credits

Students must take the following 3 courses

- EDC-6555: Place-Based Teaching and Learning
- EDP-6160: Real World Sustainability
- EDT-5500: Critical Skills Classroom Immersion

Electives - 9 Semester Credits

Students must also take 9 additional elective credits.

Choose from any AU courses as approved by your advisor.

Foundations of Education, Problem-Based Learning/Critical Skills Concentration, M.Ed.

MEd in Foundations of Education: Problem-Based Learning

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, Low Residency

Standard time to completion: 28 months

Program Overview

The Problem-Based Learning / Critical Skills concentration uses the highly regarded Critical Skills Classroom approach, 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 PBL/Critical Skills Concentration learn about the CSC by experiencing 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.

This program can be completed in 5-7 semesters with fully online and low residency options available. Students can begin in any semester and typically take 3-6 credits per term.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education with Problem-Based Learning / Critical Skills Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

Students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum

- EDT-5450: Philosophy of Education and Change
 - EDT-6260: The Developing Mind
- OR**
- EDT-5360: Childhood & Nature

Concentration Courses - 18 Semester Credits

Students must take the following 3-semester-credit concentration course:

- EDT-5500: Critical Skills Classroom Immersion

Plus 15 semester credits among the following concentration courses:

- EDC-6555: Place-Based Teaching and Learning
- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STE(A)M
- EDC-6885: Authentic Lesson Design & Assessment
- EDC-6887: Intro to the Critical Skills Classroom
- EDP-6630: Educational Advocacy & Leadership
- EDP-6755: Research Topics in Education
- EDT-5460: Teacher Facilitation in a PBL Classroom
- EDT-5470: Tech Tools Classroom for All Learners

Foundations of Education, Reggio Emilia Approach, M.Ed.

MEd in Foundations of Education: Reggio Emilia Approach

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 28 months

Program Overview

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

The MEd in the Reggio Emilia Approach at Antioch University New England is aimed at meeting the needs of currently employed teachers interested in integrating Reggio-inspired principles in their respective classroom situations and practice.

The 33-credit graduate program is offered throughout the year, with entry during any semester. 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 the Reggio Emilia Approach. This program can be completed in 5-7 semesters. Students typically take 3-6 credits per term.

Plan of Study

To earn the MEd in Foundations of Education with Reggio Emilia Approach Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 semester credits

All students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5450: Philosophy of Education and Change
- EDT-6260: The Developing Mind

Concentration Courses - 18 semester credits

Students are required to take the following 3-semester credit classes some of which are offered in 7-week sessions

- ECE-5710: Intro to the Reggio-Emilia Approach-A
- ECE-5720: Intro to the Reggio-Emilia Approach-B
- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- ECE-6450: The Atelier & Learning - Arts Integratn
- ECE-6550: Compar Apprch to Early Childhood Educ

Foundations of Education, Self-designed Concentration, M.Ed.

MEd in Foundations of Education: Self-Designed

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online, Classroom

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the M.Ed. in Foundations of Education with Self-designed Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

Students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
 - EDR-6920: Practicum-Child Study
 - EDR-6940: Practicum-Curriculum
 - EDT-5450: Philosophy of Education and Change
 - EDT-6260: The Developing Mind
- OR**
- EDT-5360: Childhood & Nature

Concentration Courses

Students must take 18 additional elective credits.

Classes should be chosen in accordance with students' advising plans, which are developed by students and their advisors. Courses may be chosen from any Education Department, Campus, or University course (with appropriate permissions for courses outside the AUNE Education Department) or through Supervised Independent Study where deemed appropriate by the student and advisor.

Foundations of Education, Trauma Informed Education, M.Ed.

MEd in Foundations of Education: Trauma Informed Education

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 28 months

Program Overview

The MEd in Foundations of Education: 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.

The 33-credit graduate program is offered throughout the year, with entry during any semester. 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 Trauma Informed Education. This program can be completed in 5-7 semesters. Students typically take 3-6 credits per term.

Plan of Study

To earn the MEd in Foundations of Education with Trauma Informed Education Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 semester credits

All students must take the following 5 courses

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5450: Philosophy of Education and Change
- EDT-6260: The Developing Mind

Concentration Courses - 18 semester credits

Students are required to take the following courses

- EDU-5011: Introduction to Becoming a Trauma Informed Educator - A
- EDU-5012: Introduction to Becoming a Trauma Informed Educator - B
- EDU-5020: Physiological, Psychological, and Developmental Effects of Childhood Trauma
- EDU-5030: Connecting the Community with Those Affected by Childhood Trauma
- EDU-5040: Trauma Sensitive Learning Environments
- EDU-5060: Leadership and Well-being Trauma Informed Supervision

Foundations of Education, Waldorf Concentration with Elementary Focus, M.Ed. (Summer Sequence Flexible Program)

MEd in Foundations of Education: Waldorf Concentration with Elementary Focus - Summer Sequence Flexible Program

Location: AU New England

Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom and online

Standard time to completion: 28 months

Program Overview

This program takes approximately 7 semesters using a flexible delivery model. Students complete the same requirements as students in the Summer Sequence MEd program but in a more condensed format. Students complete Summer I in Wilton, NH during the July residency.* Fall classes follow online and spring classes are offered as several week-long intensives at Antioch University Santa Barbara. Students then join the Summer III cohort in Wilton for their finishing summer. Master's project work is started in the final fall with average time to completion of 3 semesters for the master's project.

**Graduates of the Center for Anthroposophy Building Bridges Program may be eligible for advanced standing in lieu of Summer 1 Classes. Please consult with faculty upon application for admission.*

This option is available to experienced teachers who would like training in the Waldorf approach to education with the MEd degree.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Students must earn a minimum of 32 credits 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-5640: Geometry in the Waldorf Curriculum
- EDC-5350: Music Curriculum
- EDC-5360: Science Curriculum
- EDC-5381: Math Methods in the Waldorf 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 (*1 semester credit*)
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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

- ED-6915: Internship-Waldorf School
OR
- ED-6931: Practicum-Waldorf School One semester of supervised teaching in an approved Waldorf Elementary School.
- ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Master's Project - 4 Semester Credits

- ED-6990: Master's Project
- ED-6999: Master's Project Continuation (*enroll in subsequent semesters until Master's Project is completed*)

Foundations of Education, Waldorf Concentration with Elementary Focus, M.Ed. (Summer Sequence Regular Program)

MEd in Foundations of Education: Waldorf Concentration with Elementary Focus - Summer Sequence Regular Program

Location: AU New England

Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 40 months

Program Overview

The MEd in Elementary Education: Waldorf Concentration with Elementary Focus - Summer Sequence Regular program starts in the summer and is designed to be completed in 3 summer semesters and 2 Spring semesters. 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn this M.Ed. degree in Foundations of Education, 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-5410: Speech I
- EDC-5430: Eurythmy I
- EDC-5460: Visual Arts I
- EDC-5465: Visual Arts II (*1 semester credit*)
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II
- EDC-5640: Geometry in the Waldorf Curriculum
- EDC-5381: Math Methods in the Waldorf Grade School
- EDC-5382: Language Arts Methods in the Waldorf Grade School

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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

- ED-6915: Internship-Waldorf School
- OR**

- ED-6931: Practicum-Waldorf School One semester of supervised teaching in an approved Waldorf Elementary School.
- ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Master's Project - 4 Semester Credits

- ED-6990: Master's Project
- ED-6999: Master's Project Continuation (*enroll in subsequent semesters until Master's Project is completed*)

Humane Education, Certificate

Certificate in Humane Education

Location: AU New England

Credits for Degree: 15 semester credits

Standard Mode of Instruction: Online. Low residency

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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: Online. Low residency

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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-6504: Just Good Food
- ED-6506: Writing for Social Change And Personal Transformation
- ED-6503: Pronatalism and Overpopulation

Humane Education, MA

MA in Humane Education

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/Low residency

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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-6504: Just Good Food
- ED-6506: Writing for Social Change And Personal Transformation
- ED-6503: Pronatalism and Overpopulation

Integrated STEAM Education, Certificate

Certificate in Integrated STEAM Education

Location: AU New England

Credits for Degree: 15 semester credits

Standard Mode of Instruction: Classroom, Online, Low residency

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the Certificate in Integrated STEAM Education, students must successfully complete a total of 15 credits as outlined below.

Required Concentration Course - 3 Semester credits

- EDC-5520: Equitable Math Practices

Concentration Courses - 12 Semester credits

Students select 12 semester credits from the following courses:

- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STE(A)M
- EDC-6885: Authentic Lesson Design & Assessment
- EDP-6630: Educational Advocacy & Leadership
- EDP-6755: Research Topics in Education
- EDT-5470: Tech Tools Classroom for All Learners

- EDT-5500: Critical Skills Classroom Immersion
or
- EDC-6887: Intro to the Critical Skills Classroom

Mindfulness for Educators, Certificate

Certificate in Mindfulness for Educators

Location: AU New England

Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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: Buddhist Frmwks / Reflect on Teaching
- EDT-5200: Awareness Body Mind Heart; Path to Chg
- EDT-5220: Human Development Teaching & Learning

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: Online, classroom

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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
- EDP-5620: Risk Mgt for Nature based Early Chldhhd

Elective Courses - 5 Semester Credits (3 could be internship or practicum)

Choose from list below or any other AU elective approved by your advisor

- ED-5610: Natural History for Early Childhood Teaching in Winter
- 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 Play & Learning
- EDT-5360: Childhood & Nature
- EDT-6500: Adv Topics in Nature based Erly Chldhhd
- EDU-5010: Becoming a Trauma Informed Educator
- 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
- ECE-6450: The Atelier & Learning - Arts Integratn
- ECE-5710: Intro to the Reggio-Emilia Approach-A
- ECE-5720: Intro to the Reggio-Emilia Approach-B
- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- EDC-5280.NE: Ecology of Imagination
- EDC-6555: Place-Based Teaching and Learning
- EDL-6400: Principles & Practice of Mindful Ldrshp
- EDT-6220: Mindfulness Practices for Educators
- Or various other courses in Elementary/Early Childhood program with approval

Internship/Practica

(optional, not required, for certificate students)

- EDC-5160: Schl Change Practicum Nature Preschool

Place-Based Education, Certificate

Certificate in Place-Based Education

Location: AU New England

Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online, classroom

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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
- EDT-5450: Philosophy of Education and Change

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: Classroom, Online, Low-residency

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.

Current Tuition and Fees

[University Tuition and Fees](#)

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 - 3 semester credits

- EDT-5500: Critical Skills Classroom Immersion

Problem Based Learning / Critical Skills Courses - 12 semester credits

Complete 12 credits selected from the following courses:

- EDC-6555: Place-Based Teaching and Learning
- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STE(A)M
- EDC-6885: Authentic Lesson Design & Assessment
- EDC-6887: Intro to the Critical Skills Classroom
- EDP-6630: Educational Advocacy & Leadership
- EDP-6755: Research Topics in Education
- EDT-5460: Teacher Facilitation in a PBL Classroom
- EDT-5470: Tech Tools Classroom for All Learners

Reggio Emilia Approach, Certificate

Certificate in Reggio Emilia Approach

Location: AU New England

Credits for Degree: 18 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 20 months

Program Overview

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

The Certificate in the Reggio Emilia Approach at Antioch University New England is a completely online program aimed at meeting the needs of currently employed teachers interested in integrating Reggio-inspired principles in their respective classroom situations and practice. The sequence of courses begins once per year in the second summer session (usually early July). All courses are 7 lessons in 7 weeks, except for Making Learning Visible (MLV). MLV consists of 7 lessons but spans 14 weeks because documentation of student work is a requirement of the course.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Certificate Courses - 18 Semester Credits

Students are required to take the following courses

- ECE-5710: Intro to the Reggio-Emilia Approach-A
- ECE-5720: Intro to the Reggio-Emilia Approach-B
- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- ECE-6450: The Atelier & Learning - Arts Integratn
- ECE-6550: Compar Apprch to Early Childhood Educ

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: Classroom, Online

Standard time to completion: 20 months

Program Overview

The Certificate in Transdisciplinary Studies in Healing Education enrolls a cohort every other summer. The program starts in the summer and is designed to be completed in 3 summer semesters and 2 spring semesters.

This advanced level Waldorf Certificate program with a transdisciplinary focus on healing education is offered by the Waldorf Program of Antioch University New England in collaboration with the Camphill School of Curative Education and Social Therapy. It is open to applicants with 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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-5760: Evolving Consciousness
- EDT-6130: Foundations of Human Experience II
- EDT-6140: Education for Social Renewal
- EDT-5342: Trauma and Grief Informed Teaching

Curriculum and Instruction - 7 Semester Credits

- EDC-5560: Eurythmy III
- EDC-5655: Healing Image in Story & Color
- EDC-5845: Human Development II
- EDC-5895: Transdisciplinary Learning
- EDC-5352: Healing Aspects of Music
- EDC-5822: The Writer's Voice

Education and Social Policy - 8 Semester Credits

- EDP-5820: Leadership Development
- EDP-5840: Contemplative Inquiry 1
- EDP-5860: Research II
- EDP-5920: The Adolescent
- EDP-6510: Renewal Institute 2
- EDP-6670: Renewal Institute

Plus required Waldorf Workshops - 0 Semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

Practicum - 4 Semester Credits

- ED-6915: Internship-Waldorf School
OR
- ED-6931: Practicum-Waldorf School

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

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: Classroom, Online

Standard time to completion: 32 months

Program Overview

The MEd in Transdisciplinary Studies in Healing Education enrolls a cohort every other summer. The program starts in the summer and is designed to be completed in 3 summer semesters and 2 spring 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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-5560: Eurythmy III
- EDC-5655: Healing Image in Story & Color
- EDC-5845: Human Development II
- EDC-5895: Transdisciplinary Learning
- EDC-5352: Healing Aspects of Music
- EDC-5822: The Writer's Voice

Education and Social Policy - 8 Semester Credits

- EDP-5820: Leadership Development
- EDP-5840: Contemplative Inquiry 1
- EDP-5860: Research II
- EDP-5920: The Adolescent
- EDP-6510: Renewal Institute 2
- EDP-6670: Renewal Institute

Plus required Waldorf Workshops - 0 semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

Practicum - 4 Semester Credits

- ED-6915: Internship-Waldorf School
OR
- ED-6931: Practicum-Waldorf School

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum

Master's Project - 4 Semester credits

- ED-6990: Master's Project
- ED-6999: Master's Project Continuation (*enroll in subsequent semesters until Master's Project is completed*)

Trauma Informed Education, Certificate

Certificate in Trauma Informed Education

Location: AU New England

Credits for Degree: 18 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 12 months

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 six 3-semester-credit classes that are offered in 7-week sessions. It is intended for classroom teachers, school administrators, school counselors, school psychologists, and other associated school personnel who will come in contact with children affected by trauma. It is also appropriate for members of the larger community who interact with these children and their families. It is offered at the graduate level and is completely online.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the Certificate in Trauma Informed Education, 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

- EDU-5011: Introduction to Becoming a Trauma Informed Educator - A
- EDU-5012: Introduction to Becoming a Trauma Informed Educator - B
- EDU-5020: Physiological, Psychological, and Developmental Effects of Childhood Trauma
- EDU-5030: Connecting the Community with Those Affected by Childhood Trauma

- EDU-5040: Trauma Sensitive Learning Environments
- EDU-5060: Leadership and Well-being Trauma Informed Supervision

Waldorf Education, Elementary Focus, Certificate (Summer Sequence, Flexible Program)

Certificate in Waldorf Education with Elementary Focus - Summer Sequence Flexible Program

Location: AU New England

Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom and online

Standard time to completion: 16 months

Program Overview

This is a five-semester program using a flexible delivery model. Students complete the same requirements as students in the Summer Sequence certificate program but in a more condensed format. Students complete Summer I in Wilton, NH during the July residency.* Fall classes follow online and Spring classes are offered as several week-long intensives at Antioch University Santa Barbara. Students then join the Summer III cohort in Wilton for their finishing summer session, and complete the required practicum or internship in the following fall semester.

**Graduates of the Center for Anthroposophy Building Bridges Program may be eligible for advanced standing in lieu of Summer I Classes. Please consult with faculty upon application for admission.*

This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the M.Ed. degree.

Current Tuition and Fees

[University Tuition and Fees](#)

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-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
- EDC-5381: Math Methods in the Waldorf Grade School
- EDC-5382: Language Arts Methods in the Waldorf Grade School

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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

- ED-0031: Eurythmy in the Workplace

Teaching Internship or Practicum and Professional Seminar - 4 Semester Credits

- ED-6915: Internship-Waldorf School
OR
- ED-6931: Practicum-Waldorf School One semester of supervised teaching in an approved Waldorf Elementary School.
- ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Waldorf Education, Elementary Focus, Certificate (Summer Sequence, Regular Program)

Certificate in Waldorf Education with Elementary Focus - Summer Sequence Regular

Program Location: AU New England

Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 16 months

Program Overview

The Certificate in Waldorf Education with Elementary Focus - Summer Sequence Regular program starts in the summer and is designed to be completed in 3 summer semesters and 2 spring semesters. This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the M.Ed. degree.

Current Tuition and Fees

[University Tuition and Fees](#)

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-5640: Geometry in the Waldorf Curriculum
- 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 (*1 semester credit*)
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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

- ED-6915: Internship-Waldorf School
- OR**
- ED-6931: Practicum-Waldorf School One semester of supervised teaching in an approved Waldorf Elementary School.
 - ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
- OR**
- ED-6935: Public Waldorf Practicum One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Waldorf Education, Elementary, Certificate (Year Round Program)

Certificate in Waldorf Elementary Education - Year Round Program

Location: AU New England

Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 16 months

Program Overview

The Certificate in Waldorf Elementary Education - Year-Round program starts in the summer and is designed to be completed in 5 consecutive semesters. This option is available to those who want training in the Waldorf approach to education without acquiring the MEd degree.

Current Tuition and Fees

[University Tuition and Fees](#)

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 - 6 semester credits

- EDT-5840: Human Development
- EDT-5860: Evolving Consciousness & Philosophy
- EDT-6070: Foundations of Human Experience

Curriculum & Instruction - 14 semester credits

- EDC-5640: Geometry in the Waldorf Curriculum
- EDC-5350: Music Curriculum
- EDC-5360: Science Curriculum
- EDC-5381: Math Methods in the Waldorf 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 (*2 semester credits*)
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II

Educational and Social Policy - 4 semester credits

- EDP-5920: The Adolescent
- EDP-6040: 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-0040: 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-0110: Handwork in the Waldorf School
- ED-0190: Today's Child

Teaching Internship and Professional Seminar - 4 Semester Credits

- ED-6915: Internship-Waldorf School
OR
- ED-6931: Practicum-Waldorf School One semester supervised teaching in Waldorf School under approved Waldorf teacher.
- ED-6970: Professional Practice Seminar (*take 1 semester credit*)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975: Public Waldorf Internship
OR
- ED-6935: Public Waldorf Practicum

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

Standard time to completion: 10 months

Program Overview

A certificate in Applied Spatial Analysis for Geographic Information Systems (GIS), will meet the demand for qualified GIS professionals in various fields ranging from conservation and environmental sciences, business administration, clinical psychology, sustainability, to advocacy and social justice, epidemiology, and education.

This 9-credit 1-year GIS Certificate is designed for graduate students, educators, and professionals working in various sectors. It focuses on developing the skills and knowledge needed to work in any field that involves GIS-related spatial analysis, including how to:

- Understand the basics of cartography and geographic information systems.
- Process spatial socio-economic and environmental data of various types and from various sources
- Design, give meaning to and interpret maps.
- Appropriately model landscape features and to analyze spatial relationships among them.
- Conduct applied research projects using geospatial technology tools.
- Model environmental and socio-economic risks, target locations for appropriate interventions.
- Develop familiarity with non-commercial spatial data mapping and analysis tools such as Quantum GIS, Google Earth, and Maps, ArcGIS Online, Mobile GIS, etc.

Current Tuition and Fees

[University Tuition and Fees](#)

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, Classroom

Standard time to completion: 10 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 inform, but exponentially increase the number of advocates who are also raising awareness. Through empirical scientific data you will become an educator for one of the most pressing threats to a sustainable and healthy future.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Core Requirement - 3 credits

Complete one of the following options for three credits:

- ESC-5720: Earth Systems & Climate Change
- OR**
- ESC-5725: Earth Systems & Climate Change I
 - ESC-5728: Earth Systems & Climate Change II

Climate Change & Conservation - 3 Credits

To be chosen from:

- ES-5700: Climate Change-Resil/Adap/Mit
- ES-5810: Climate Change Science, Uncertainty, And Risk
- ES-5820: Climate Impacts Vulnerability and Adaptation Planning

- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- ES-5860: Climate Justice and Equitable Adaptation
- ES-5080: Conservation Psychology Theory & Applic

Application - 3 credits

To be chosen from:

- ESE-5140: Program Planning & Design
- ESE-5440: Curriculum Design
- ESE-5480: EE Adv Topics: EnvEd & Built Environmt
- ES-6960: Professional Internship

Climate Resilience, Certificate

Certificate in Climate Resilience

Location: AU New England

Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online, Classroom

Standard time to completion: 9 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Courses (4 Semester Credits)

Complete the following:

- ES-5820: Climate Impacts Vulnerability and Adaptation Planning
- ES-5860: Climate Justice and Equitable Adaptation
- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building

Complete one from the following:

- ESC-5720: Earth Systems & Climate Change
- ESC-5725: Earth Systems & Climate Change I
- ES-7030: Global Environmental Change

Elective Courses (2 Semester Credits)

Complete 2 credits from the options below:

- ES-5840: Business Resilience and Continuity

- ES-5750: Special Topics
- ES-5850: Climate Response: Costs and Financing
- ES-5860: Climate Justice and Equitable Adaptation
- ESP-5100: Policy Advocacy: Climate Change

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, Classroom

Standard time to completion: 10 months

Program Overview

Conservation Psychology is an emerging interdisciplinary field that promotes a scientific approach to understanding the reciprocal relationships of human beings with one another 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 current knowledge and skills in the arenas of conservation biology or climate and environmental science research; and offers a range of opportunities to integrate conservation psychology learning through applied skills in communication, 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Core Requirement - 3 Semester Credits

- ES-5080: Conservation Psychology Theory & Applic

Climate and Conservation Science - 3 Semester Credits

To be chosen from:

- ESC-5720: Earth Systems & Climate Change
OR

- ES-5810: Climate Change Science, Uncertainty, And Risk
 - ES-5820: Climate Impacts Vulnerability and Adaptation Planning
 - ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- OR**
- ESS-5630: Conservation Biology

Applications - 3 Semester Credits

To be chosen from:

- ES-5900: Communications in the Digital Age
- ESE-5060: Program Evaluation for Environmental & Conservation education
- ESE-5280: Exhibit Design and Interpretation
- ESE-5480: EE Adv Topics: EnvEd & Built Environment

Environmental and Sustainability Education, 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

- 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
- ES-6960: Professional Internship

Environmental Studies with Professional Science Master's Designation, All Concentrations, MS

Program Overview

Students in AUNE's Master's of Science in Environmental Studies program can choose to follow the Professional Science Master's (PSM) study track by completing their requirements as follows:

Students must take all the required courses for their concentration, making sure that they meet the credit breakdown below. Courses must be tracked with an advisor on an Environmental Studies Master's Academic Advising Form. PSM requirement courses can be fulfilled by the courses students take to meet their 36 credit Master's Candidacy requirement. Should students schedule their methods such that they have 36 credits but have not met the PSM requirement, they may take additional courses if they wish to qualify for the PSM designation.

Under the PSM designation, The Council of Graduate Schools considers STEM courses to be graduate courses that develop student skills in science, technology, engineering, and math.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

STEM/ Science and/or Math - 18 Semester Credits

There are many courses from which a student can select the required 18 credits to meet this requirement. Some of the names and course numbers are listed here, but the majority of methods and skills courses that meet the STEM/ Science and/or Math Requirements can be found in the list of methods and skills courses or in the RMA-MS listing below, and all have a (STEM) designation after the course title.

Under the PSM designation, The Council of Graduate Schools considers SKILLS courses to be graduate courses that develop student skills in business (e.g. accounting, law, finance, grant writing, proposal writing), communications (e.g. leadership skills), and regulatory affairs (e.g. management, administration, program evaluation).

- ESC-5500: Community Ecology/New England Landscape
- ES-7030: Global Environmental Change
- ES-7025: Principles of Ecology
- ES-7270: Research Strategy I - Quantitative
- Any vertebrate ecology course (e.g. ornithology, mammalogy, herpetology, entomology)
- Any science based course
- Supervised independent course
- Any science-based Field Study Trip
- Supervised Independent Study at advisor and Program Director discretion

PLUS/ Professional Skills - 12 Semester Credits

There are many courses from which a student can select the required 12 credits to meet this requirement. Some of the names and course numbers are listed here, but the majority of methods and skills courses that meet the PLUS /Professional Skills Requirements can be found in the list of methods and skills courses or in the RMA-MS listing below, and all have a (PLUS) designation after the course title.

- ES-5040: Consulting Skills
- ESS-5620: Natural Resource Inventory-Wildlife
- Supervised Independent Study at advisor or Program Director discretion
- Environmental Education field techniques
- EE Field Techniques

Internship (1 term) - 3 Semester Credits

- ES-6000: Collaborative Service Init-Capstone Project

Capstone - 3 Semester Credits

- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6990: Master's Project / Thesis

Methods and Skills Courses

(6 required semester credits and 15 elective semester credits)

Available to all ES MS and RMA MS students.

Courses with (STEM) or (PLUS) qualify for the Professional Science Masters Designation

(*Some courses are offered over a 2 year cycle and/or are based on enrollment and specific needs of MS Concentrations)

**In degrees with a required number of credits in skills courses, students may substitute 2-3 credits of skills with a concentration course*

Not all courses are available every semester.

Methods Courses Include:

- ES-5080: Conservation Psychology Theory & Applic
- ES-5150: Environmental Advocacy: The Essentials (PLUS)
- ES-5260: Advocacy: Applied Methods (PLUS)
- ES-5191: Environmental Data Analysis (STEM)
- ES-5582: Research Seminar (STEM) (PLUS)
- ES-5700: Climate Change-Resil/Adap/Mit (STEM)
- ES-5980: School Law (PLUS)
- ES-6030: Land Use and Protection Techniques For Resource Managers (PLUS)
- ESE-5020: Foundations of Environmental Education & Sustainability
- ESE-5060: Program Evaluation for Environmental & Conservation education (PLUS)
- ESE-5110: Community/School Sustain Food Systems
- ESE-5140: Program Planning & Design (PLUS)
- ESE-5170: Urban Environmental Education
- ESE-5200: Science Teaching Methods
- ESE-5210: ProbSolv/Inq Basd Sci Teach (PLUS)
- ESE-5220: Teaching Exceptional Children
- ESE-5230: EnvEd Meth-Teach Outdoors
- ESE-5280: Exhibit Design and Interpretation
- ESE-5350: Conceptual & Human Development
- ESE-5360: Foundations Science/Environmental Educ
- ESE-5370: Place-Based Environmental Education
- ESE-5440: Curriculum Design (PLUS)
- ESF-5110: Vertebrate Ecology: Herpetology
- ESF-5120: Vertebrate Ecology-Mammalogy
- ESF-5140: New England Flora (STEM)
- ESF-5150: Vertebrate Ecology: Ornithology
- ESF-5410: Wetlands Ecology (STEM)
- ESP-6050: Citizen Participatn & Sustainable Comm (STEM)
- ESPE-5700: Watershed Science & Management (STEM) (PLUS)
- ESS-5630: Conservation Biology (STEM)
- ESS-5730: Soil Ecology (STEM)

- ESS-5780: Principles of Sustainable Systems (STEM)
- ESSE-5680: Wildlife/Forest Mgt (STEM) (PLUS)
- ES-6032: Stewardship and Land Protection Techniques

Skills Courses Include:

- ES-5030: Environmental Dispute Resolution (PLUS)
- ES-5100: Geographic Information Systems (GIS)
- ES-5240: Proposal Writing & Project Management (PLUS)
- ES-5900: Communications in the Digital Age
- ES-6100: Geographic Info Systems (GIS) Advanced
- ES-6105: Geographic Info Systems (GIS) Applied (STEM) (PLUS)
- Field Study Trips

Environmental Studies with Science Teacher Pathway to Licensure, MS

This program is not accepting new students for the 2022-23 academic year. (updated 9/12/22)

MS in Environmental Studies: Life Sciences Pathway to Licensure

Location: AU New England

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom, Fieldwork

Standard time to completion: 21 months

Program Overview

To earn the MS degree with a pathway to licensure in either Life Sciences or Middle Level Science students must meet the general education requirements, and successfully complete a minimum of 36 credits, distributed as follows: *(updated 9/12/22)*

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the MS degree with certification in either Life Sciences or Middle Level Science students must meet the general education requirements, and successfully complete a minimum of 36 credits, distributed as follows, in the section following the prerequisites:

Core Areas - 9 Semester Credits

- ESC-5720: Earth Systems & Climate Change

Choose Two (2) Courses from the Following - 6 Semester Credits

*Optional - Selection of a third course may be used to fulfill concentration or skills credits below.

- ESC-5500: Community Ecology/New England Landscape
- ESC-5440: Leadership for Change
- ESC-6010: Political Economy & Sustainability

Concentration Requirements - 18 Semester Credits

- ES-5980: School Law
- ESE-5200: Science Teaching Methods
- ESE-5210: ProbSolv/Inq Basd Sci Teach
- ESE-5220: Teaching Exceptional Children
- ESE-5350: Conceptual & Human Development
- ESE-5360: Foundations Science/Environmental Educ
- ESE-5440: Curriculum Design

Skills Requirement - 3 Semester Credits

Choose from any course designated as "concentration or skills"

*Optional Core course may be selected to fulfill concentration or skills credits.

Capstone Project - 6 Semester Credits

A full-time, 15-week student teaching internship at an approved site in the area of students' certification track

- ES-6910: Internship in Life Sciences Teaching
 - ES-6920: Internship Middle Level Science Teaching
- OR**
- ES-6940: Life Sci & Mid Lev Sci Teach

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: Classroom, Fieldwork

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills, in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;

3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;
4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits.

Choose 3 out of 4 courses from the following:

*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- 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

- ES-6990: Master's Project / Thesis
OR
- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6960: Professional Internship

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: Classroom, Fieldwork

Standard time to completion: 36 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills, in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;
3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;

4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn this MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits.

Choose 3 out of 4 courses from the following:

*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration Requirements - 6 Semester Credits *(updated 8/22/22)*

Complete the following:

- 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

- ES-6990: Master's Project / Thesis
OR
- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6960: Professional Internship

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: Classroom, Fieldwork

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills, in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;
3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;

4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn this MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits.

Choose 3 out of 4 courses from the following:

*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- 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

- ES-6990: Master's Project / Thesis
OR
- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6960: Professional Internship

Environmental Studies, PhD

PhD in Environmental Studies

Location: AU New England

Credits for Degree: 69 semester credits

Standard Mode of Instruction: Classroom, Fieldwork

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 69-credit program typically completed in 5-6 years. At minimum the program is a four year, full time program, with the exception of candidacy, which is half-time. Students have a maximum limit of ten years from the date of entry to complete all degree requirements, including the dissertation, and 69 semester-hour credits beyond a Master's. Students must complete the Candidacy Exam and successfully defend their Dissertation Proposal before admission to the Dissertation Phase.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

All of the courses described below are required courses, unless otherwise indicated.

Phase 1: Foundation - 18 Semester Credits

The initial phase of AUNE's doctoral program in environmental studies instills the foundations of interdisciplinary environmental studies and scholarship through intensive, integrative, theoretically oriented courses. Topics include research design, ecological thought, applied ecological analysis, global environmental change, political economy and sustainability, and environmental history.

The Schedule for This Phase Is:

- Summer Semester: 8 day intensive
- Fall Semester: 4 weekends
- Spring Semester: 4 weekends

The Required Courses for This Phase Are:

- ES-7070: Intro Research Dsgn
- ES-7000: Ecological Thought
- ES-7025: Principles of Ecology
- ES-7030: Global Environmental Change
- ES-7050: Political Economy & Sustainability
- ES-7040: Environmental History

Phase 2: Learning Domain - 24 Semester Credits

The program's second phase includes a series of seminars about scientific research where students focus on methodologies, literature, and theoretical frameworks to guide their research interests. They discuss their work with leading scholars and writers and learn how others frame and execute their research. Students also design and complete four individual "learning domain" courses, each with an individual mentor. That allows them to focus and deepen their knowledge and research skills in their specific area of future dissertation research.

The Schedule for This Phase Is:

- Summer Semester: 8 day intensive
- Fall Semester: 3 weekends
- Spring Semester: 3 weekends
- Doctoral Learning Domain Projects (independent studies, formal courses)

The Required Courses for This Phase Are:

- ES-7060: Dissertation Advising
- 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: 8-day intensive (optional)
- Fall Semester: 2 weekends
- Spring Semester: 2 weekends

The Required Courses for This Phase Are:

* May be taken the previous year in the program with permission of advisor and instructor.

- ES-7710: Doctoral Qualifying Exam
- ES-7740: Dissertation Proposal Seminar
- ES Method (Elective) - Determined by student and advisor (3 semester credits) *

Phase 4: Dissertation - 18 credits

During the fourth and final phase of the program, students participate in seminars designed to support all aspects of the dissertation process. They design and conduct original research and analyses that have direct social, environmental, political, and educational impacts. Finally, they write their doctoral dissertation.

The Schedule for This Phase Is:

- Summer Semester: 8-day intensive (optional)
- Fall Semester: 2 weekends
- Spring Semester: 2 weekends

The Required Courses for This Phase Are:

*May be completed during Phase 3 of the program with permission of advisor and instructor

- ES-7520: Doctoral Service Project *
- ES-7760: Dissertation Seminar
- ES-8990: Doctoral Dissertation

"En Passant" Master's Degree for Environmental Studies Doctoral Students - 39 Semester Credits

The university will offer to award an "en passant" master degree to doctoral students during their course of study for an Environmental Studies PhD. The degree of MS in Interdisciplinary Environmental Studies will be awarded to Environmental Studies PhD students once they have successfully completed 39 credits in this PhD program that includes all Phase 1 and Phase 2 courses except one, 3 credit, Learning Domain. Students must apply for the conferral of this MS degree. To apply, students must be currently enrolled in the ES-PhD program. Students, if they wish, may attend the annual commencement event. The course requirements for the En Passant degree are:

Phase 1 Foundation - 18 Semester Credits

- ES-7070: Intro Research Dsgn
- ES-7000: Ecological Thought
- ES-7025: Principles of Ecology
- ES-7030: Global Environmental Change
- ES-7050: Political Economy & Sustainability
- ES-7040: Environmental History

Phase 2 Research Strategies and Learning Domains - 21 credits

- ES-7260: Doctoral Learning Domain Seminar
- ES-7310: Doctoral Learning Domain Project I Learning Domain Project I
- ES-7270: Research Strategy I - Quantitative
- ES-7320: Doctoral Learning Domain Project II
- ES-7280: Research Strategy II - Qualitative
- ES-7330: Doctoral Learning Domain Project III

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: Classroom, Fieldwork

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills, in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;
3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;

4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

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 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn an MS in Environmental Studies, with Self-Designed Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits.

Choose 3 out of 4 courses from the following:

*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration Requirements - 6 Semester Credits

- Self-designed concentration course
- Self-designed concentration course

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

- ES-6990: Master's Project / Thesis
OR
- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6960: Professional Internship

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: Classroom, Fieldwork

Standard time to completion: 10 months

Program Overview

Keene, New Hampshire, is committed to becoming the "healthiest community in America" by 2020 (Healthy Monadnock). The "Farm to School" movement is reshaping school lunch programs across the U.S. And various efforts are improving access to healthy food and reducing food insecurity across the globe.

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. Over 500 community members participate in CGC programming annually.

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Certificate Requirement - 3 credits

To be chosen from:

- ESE-5110: Community/School Sustain Food Systems
- ESP-6050: Citizen Participatn & Sustainable Comm

Resilience and Ecological Health - 3 credits

To be chosen from:

- ES-5700: Climate Change-Resil/Adap/Mit
- ES-5820: Climate Impacts Vulnerability and Adaptation Planning **AND**
- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- ESS-5730: Soil Ecology
- ESS-5780: Principles of Sustainable Systems

Applications - 3 credits

To be chosen from:

- ESE-5060: Program Evaluation for Environmental & Conservation education
- ESE-5140: Program Planning & Design
- ES-6960: Professional Internship

Resource Management and Administration with Professional Science Master's Designation, MS

MS in Resource Management and Administration; Professional Science Master's Designation

Location: AU New England

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom, Fieldwork, Online

Standard time to completion: 33 months

Program Overview

This Master's program gives students the flexibility to earn a master's degree while continuing to work full-time. RMA students learn how to build stakeholder capacity, practice effective communication strategies, and provide leadership and management to organizations and communities facing a myriad of challenges due to difficult resource management decisions, especially within the context of a changing climate. Students do this through a combination of weekend coursework and applied research projects with faculty, other students, and organizations working in this field.

Students who wish to earn a Master of Science in Resource Management & Administration (RMA) have three paths to do so. All pathways have different requirements; students' selected pathway should be chosen in consultation with an academic advisor:

- Master of Science in Resource Management & Administration - 30 semester credits (weekend and online classes)
- Master of Science in Resource Management & Administration with Professional Science Master's Designation (PSM) - 36 semester credits (weekday, weekend and online classes) requires a choice of 6 credits of additional science courses, (weekday)
- Master of Science in Resource Management & Administration with a Concentration in International Sustainable Development and Climate Change (ISDCC) - 36 semester credits (online, face-to-face intensives, and international study)

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Students in AUNE's Environmental Studies MS in Resource Management & Administration program can choose to follow the Professional Science Master's (PSM) study track. Students must earn 36 credits distributed as follows:

STEM/ Science - 18 Semester Credits

Required courses - 15 Semester Credits:

- ES-5700: Climate Change-Resil/Adap/Mit
- ESC-5720: Earth Systems & Climate Change
- ESPE-5700: Watershed Science & Management
- ESS-5780: Principles of Sustainable Systems

Additional 3 elective Semester Credits:

- ES-5100: Geographic Information Systems (GIS)
- ES-5191: Environmental Data Analysis
- ES-5810: Climate Change Science, Uncertainty, And Risk
- ES-5820: Climate Impacts Vulnerability and Adaptation Planning
- ES-5850: Climate Response: Costs and Financing
- ES-6995: Climate Resilience Capstone
- ESC-5500: Community Ecology/New England Landscape

PLUS/ Professional Skills: 12 Semester Credits:

- ES-5240: Proposal Writing & Project Management
- ESAF-5000: Financial Admin
- ESC-5440: Leadership for Change

Internship and Seminar - 3 Semester Credits

- ES-6960: Professional Internship

Capstone Project - 3 credits

- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6990: Master's Project / Thesis

Resource Management and Administration, International Sustainable Development and Climate Change Concentration, MS

MS in Resource Management and Administration: International Sustainable Development and Climate Change

Location: AU New England

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom, Fieldwork, Online

Standard time to completion: 20 months

Program Overview

This Master's program gives students the flexibility to earn a master's degree while continuing to work full-time. RMA students learn how to build stakeholder capacity, practice effective communication strategies, and provide leadership and management to organizations and communities facing a myriad of challenges due to difficult resource management decisions, especially within the context of a changing climate. Students do this through a combination of weekend coursework and applied research projects with faculty, other students, and organizations working in this field.

Students who wish to earn a Master of Science in Resource Management & Administration (RMA) have three paths to do so. All pathways have different requirements; students' selected pathway should be chosen in consultation with an academic advisor:

- Master of Science in Resource Management & Administration - 30 semester credits (weekend and online classes)
- Master of Science in Resource Management & Administration with Professional Science Master's Designation (PSM) - 36 semester credits (weekday, weekend and online classes) requires a choice of 6 credits of additional science courses, (weekday)
- Master of Science in Resource Management & Administration with a Concentration in International Sustainable Development and Climate Change (ISDCC) - 36 semester credits (online, face-to-face intensives, and international study)

The core curriculum classes meet online in the fall and spring semesters, with a 9-day intensive at the beginning of the first summer term and a 5-day intensive during the second summer term, along with three immersive international field studies courses:

- One 9-day long intensive in the first summer semester at the Antioch New England campus (6 credits)
- Three 8-10 day immersive experiences abroad - one in the first summer semester, one in the following spring, and one in the final summer semester (9 credits/3 credits each)
- Online concentration courses (15 credits)
- One 5-day intensive in the second summer semester, immediately preceding the Energy Transition course (Iceland), at the Antioch New England campus (3 credits)
- Program Capstone: Thesis, Internship, or Master's Project (3 credits)

Current Tuition and Fees

[University Tuition and Fees](#)

Concentration Requirements

Take 15 semester credits from below:

- ES-5820: Climate Impacts Vulnerability and Adaptation Planning
- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- ES-5850: Climate Response: Costs and Financing
- ES-5860: Climate Justice and Equitable Adaptation
- ES-5890: Global Cultural Awareness & Literacy
- ES-6200: Introduction to Participatory Gis
- ES-6210: Participatory Action Research
- ESC-5440: Leadership for Change
- ESC-5725: Earth Systems & Climate Change I
- ESC-5728: Earth Systems & Climate Change II
- ESC-6010: Political Economy & Sustainability
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESPE-5610: Organizational Materials & Waste Minimization
- ESPE-5615: Organization Energy Conservation
- ESP-5100: Policy Advocacy: Climate Change
- ESS-5780: Principles of Sustainable Systems

Immersive Experiences Abroad - 9 Semester Credits

- ESF-6000: Water Resource Management & Sustainable Practices

- ESF-6005: Energy Decentralization Microgrid Systems for Rural Development
- ESF-6010: Energy Transition Renewable Energy Innovation & Sustainability

Capstone Project - 3 Semester Credits

- ES-6960: Professional Internship
- OR**
- ES-6990: Master's Project / Thesis

Resource Management and Administration, Leadership and Management of Sustainable Systems, MS

MS in Resource Management and Administration: Leadership and Management of Sustainable Systems

Location: AU New England

Credits for Degree: 30 semester credits

Standard Mode of Instruction: Classroom, Fieldwork, Online

Standard time to completion: 28 months

Program Overview

This 30-credit program can be completed in five (5) semesters, while giving students the flexibility to earn a master's degree while continuing to work full-time. Students develop the specific skills to address multi-issue, multi-stakeholder environmental problems. This includes managing the necessary resources, such as expertise, networks, money, communication and time within the regulatory realities of protecting, conserving and restoring the environment.

Students returning to continue their education will have an opportunity to gain the latest thinking in regards to effective responses to a changing climate, sustainable approaches to managing energy and materials, communication and facilitation approaches to effectively marshal stakeholders and how to develop solutions that acknowledges who and what are most vulnerable and that addresses environmental justice.

You will engage with LMSS faculty that are not only environmental scholars but have many years of experience as practitioners addressing real-world environmental problems at regional, national, and international scales. The faculty give priority to teaching and advising so that each student can build upon their past experiences and visualize a critical path towards their next role as an environmental professional.

Current Tuition and Fees

[University Tuition and Fees](#)

Science/Policy

- ES-5820: Climate Impacts Vulnerability and Adaptation Planning
- ES-5700: Climate Change-Resil/Adap/Mit

- ESC-6010: Political Economy & Sustainability

Complete one of the following options:

- ESC-5720: Earth Systems & Climate Change
OR
- ESC-5725: Earth Systems & Climate Change I
- ESC-5728: Earth Systems & Climate Change II

Leadership / Mgmt

- ESC-5440: Leadership for Change
- ES-5310: Principles of Organizational Management
- ES-5312: Introduction to Financial Management and Budgets
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESPE-5610: Organizational Materials & Waste Minimization
- ESPE-5615: Organization Energy Conservation
- ESS-5780: Principles of Sustainable Systems

Commun / Practice

- ES-5240: Proposal Writing & Project Management
- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- ES-6200: Introduction to Participatory Gis
- ES-5030: Environmental Dispute Resolution
- ES-5040: Consulting Skills

Capstone Project

Complete one of the following:

- ES-6000: Collaborative Service Init-Capstone Project
- ES-6960: Professional Internship
- ES-6990: Master's Project / Thesis

Resource Management and Administration, MS

MS in Resource Management and Administration

Location: AU New England

Credits for Degree: 30 semester credits

Standard Mode of Instruction: Classroom, Fieldwork, Online

Standard time to completion: 28 months

Program Overview

This Master's program gives students the flexibility to earn a master's degree while continuing to work full-time. RMA students learn how to build stakeholder capacity, practice effective communication strategies, and provide leadership and management to organizations and communities facing a myriad of challenges due to difficult resource management decisions, especially within the context of a changing climate. Students do this through a combination of weekend coursework and applied research projects with faculty, other students, and organizations working in this field.

Students who wish to earn a Master of Science in Resource Management & Administration (RMA) have four paths to do so. All pathways have different requirements; students' selected pathway should be chosen in consultation with an academic advisor:

- Master of Science in Resource Management & Administration with a Concentration in Leadership and Management of Sustainable Systems - 30 semester credits (weekend and online classes)
- Master of Science in Resource Management & Administration with Professional Science Master's Designation (PSM) - 36 semester credits (weekday, weekend and online classes) requires a choice of 6 credits of additional science courses, (weekday)
- Master of Science in Resource Management & Administration with a Concentration in International Sustainable Development and Climate Change (ISDCC) - 36 semester credits (online, face-to-face intensives, and international study)
- Master of Science in Resource Management & Administration with a concentration in Sustainable Development and Climate Change (SDCC) -36 semester credits (online, face-to-face, weekends/weekdays)

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

To earn the MS degree in Resource Management & Administration students must earn a minimum of 30 credits distributed as follows:

RMA Concentration Requirements - 27 Semester Credits

- ES-5240: Proposal Writing & Project Management
- ES-5700: Climate Change-Resil/Adap/Mit
- ESAF-5000: Financial Admin
- ESC-5440: Leadership for Change
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability
- ESS-5780: Principles of Sustainable Systems

Capstone Project - 3 credits

- ES-6000: Collaborative Service Init-Capstone Project
- ES-6960: Professional Internship
- ES-6990: Master's Project / Thesis

Resource Management and Administration, Sustainable Development and Climate Change, MS

MS in Resource Management and Administration: Sustainable Development and Climate Change

Location: AU New England

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/Fieldwork/Online

Standard time to completion: 20 months

Program Overview

In partnership with **The GREEN Program**, this innovative graduate program combines intensive curriculum, online course delivery, and The GREEN Program's award-winning immersive experiences abroad. Get ready to bring the textbook to life and travel to three of our world's top destinations to experience sustainable development challenges and solutions first-hand.

High Impact Global Experiences: In this time of constrained travel, our graduate program has partnered with faculty at the Kathmandu University, Nepal Peru's Universidad San Ignacio de Loyola and Reykjavik University in Iceland which provide water, energy and food security challenges and solutions. Each learning opportunity in these different settings fully immerses graduate students in the historical, cultural, political and economic aspects of the complex resource management challenges facing these nations. Beyond the first-rate faculty, graduate students will receive unparalleled access to stakeholders who are driving these communities towards a sustainable future.

Curriculum: Does energy transition, leadership for change, participatory action research and global cultural competency, participatory GIS, climate science & communications, climate justice, and equitable adaptation spark your interest? If so, this is the graduate program for you. This diverse and interdisciplinary cohort of graduate students will participate in a high-impact curriculum led by established faculty who teach from real-world experiences around the globe.

Current Tuition and Fees

[University Tuition and Fees](#)

Sustainable Development & Climate Change Core Courses

Science

- ESS-5780: Principles of Sustainable Systems
- ESC-5725: Earth Systems & Climate Change I
- ES-5820: Climate Impacts Vulnerability and Adaptation Planning
- ESPE-5615: Organization Energy Conservation
- ESPE-5610: Organizational Materials & Waste Minimization
- ESPE-5700: Watershed Science & Management

Policy

- ESC-6010: Political Economy & Sustainability
- ESP-5100: Policy Advocacy: Climate Change
- ES-6031: Land Use, Community & Urban Planning
- ES-6032: Stewardship and Land Protection Techniques

Mgmt & Communication

- ESC-5440: Leadership for Change
- ES-5310: Principles of Organizational Management
- ES-5312: Introduction to Financial Management and Budgets
- ES-5240: Proposal Writing & Project Management
- ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices

Practice

Complete an Internship (*3 semester credits*)

- ES-6000: Collaborative Service Init-Capstone Project
- or*
- ES-6960: Professional Internship

Complete a Capstone Course

- ES-6990: Master's Project / Thesis

Science Selection from Methods and Skills courses - 3 semester credits

Choose 3 credits from any courses designated as "methods or skills."

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: Classroom, Fieldwork

Standard time to completion: 12 months

NOTE: Not yet eligible for federal financial aid

Program Overview

Organizational sustainability, leadership and management skills are essential in nearly any environmental context. We're here to help you gain the leadership, organizational management, facilitation and community engagement skills to succeed in a variety non-profit, non-governmental, academic, governmental and/or for-profit organizational contexts. Understanding both internal and external organizational issues of justice, human rights, inclusion, and sustainability are essential to social responsibility and leadership. 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Certificate Requirement (3 credits):

- ESC-5440: Leadership for Change

Organizational Sustainability (3 credits):

- ESAF-5000: Financial Admin
- ESS-5780: Principles of Sustainable Systems

Application (3 credits):

- ES-5030: Environmental Dispute Resolution
- ES-5040: Consulting Skills
- ES-5240: Proposal Writing & Project Management
- ES-5890: Global Cultural Awareness & Literacy
- ESE-5060: Program Evaluation for Environmental & Conservation education
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESPE-5610: Organizational Materials & Waste Minimization
- ESPE-5615: Organization Energy Conservation

Clinical Psychology, Psy.D.

PsyD in Clinical Psychology

Location: AU New England

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Classroom

Standard time to completion: 84 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Requirements

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-7811: Application of Objective Personality Tests in Psychology
- PY-8701: Understanding the Role of Tests & 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 & Statisti
- 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: Psych 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/Adol
- 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 Psychothrp
- PYI-7111: Integrated Primary Care Concepts
- PYI-7112: Integrated Primary Care Skills Workshop
- PYI-7050: AdvSem-Forensic Psychology
- PYI-7070: Advanced Seminar - Mindfulness
- PYI-7120: Adv Sem-Atchmnt Cmplx 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-8980: Advanced Practicum (300 hours per semester in the fourth year)
- PY-8940: Special Proficiency Practicum
- PY-8945: Year V Practicum

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: SupvExp Teaching Psych

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.

Antioch University Los Angeles

Welcome to Antioch University Los Angeles!

I want to personally thank you for your consideration and interest in joining our learning community at Antioch University Los Angeles (AULA). These are unusual times, of course, yet you may find this is also an opportune time to embark on a new academic journey, to advance your educational and professional goals and to prepare yourself for a brighter future. Please know that the AULA faculty and staff are committed to supporting you on that new direction. Our focus is on supporting your success and helping you finish your chosen program. I am proud of the adaptability our institution has demonstrated and to the deep commitment of our staff and faculty to support students in challenging times.

AULA has rightly earned its reputation as an exceptional university, offering a learning environment as intellectually stimulating as it is academically rigorous. We are exceptional in a variety of other important ways.

For starters, our adult learners range in age from their mid-20s to over 70 years. They bring with them a wealth of lived experience—personal, academic, and professional—that add immeasurable value to campus discourse and to each other's learning.

We also are an exception to many higher education institutions that hold learning as a domain apart from the world, in which theory and practice are separate rather than integrated for greater impact. At Antioch, social justice and community engagement are integral parts of our mission to prepare students to become active agents of change in the world.

Our academic programs are also an exception to the cookie cutter, one-size-fits-all approach that can diminish student excitement and constrain their learning.

Our unique Bachelor's degree completion programs cater to returning students who wish to complete their degree. We offer a BA in Liberal Studies with concentrations in Business and Management, Child Studies, Creative Writing, Liberal Studies, Psychology, Addiction Studies, Queer Studies, and Urban Studies. We also offer four Bachelor's degrees in Applied Studies that allow students to leverage their technical, occupational and professional training skills and apply these on-the-job skills toward academic credit in recognition of the value of the students' vocational education and skills.

Our low-residency Master of Fine Arts in Creative Writing program has won accolades from publications including *The Atlantic and Poets and Writers* magazine, and offers unrivaled mentorship support. Our Teacher Credentialing programs and Master of Arts in Education programs provide training for those who wish to bring about positive educational reform. Our Master of Arts in Urban Sustainability is training the next generation of urban problem-solvers. Our largest program, the Master of Arts in Clinical Psychology, continues to add groundbreaking specializations, which currently include Psychological Trauma Studies, LGBT-Affirmative Psychology, Addiction and Recovery, Child Studies, Applied Community Psychology, Spiritual and Depth Psychology, and Professional Clinical Counselor. We also offer a Master of Arts in Psychological Studies which can be completed in one year and is perfect for students who want to learn and apply skills in psychological research and gain hands-on experience that they can use to further their career in psychology.

And we take "exception" to the idea that higher education is only for the lucky few. AULA's Bridge Program has been providing college courses in the humanities to low-income adults, free of charge, since 1999.

I invite you to browse through our website to see firsthand what makes AULA such an exceptional place to learn.

Sincerely,
Mark Hower, PhD
Provost/CEO
Antioch University Los Angeles
mhower@antioch.edu

Antioch University Los Angeles (AULA) is a place where individual spirit thrives and collective community grows.

Beginning with just twelve students in 1972, Antioch University Los Angeles now educates more than 1000 adult students each year. With more than 8,000 distinguished alumni, AULA has been honored to serve the diverse communities of the greater Los Angeles area for over forty years.

Our core values of social justice, service to community, and lifelong learning comprise the heart of our BA degree completion program and master's degree programs in education and teacher credentialing, nonprofit management, psychology, urban sustainability, and creative writing. Partnerships with community organizations provide our students with unique experiential learning opportunities.

The first AULA campus catalog proclaimed, "We offer a student the opportunity to structure learning experiences out of the abundant resources available within the college walls and in the community outside the college; to accredit that learning as well as recognize the validity of past learning experiences that took place outside the academic structure and which are relevant to degree goals; and to integrate these past and present learning's into a coherent degree program."

The AULA of today offers a unique, unconventional graduate and undergraduate education that is centered on the values of social justice, community engagement and life-long learning. In addition to classroom learning, students supplement their education experience with a variety of experiential learning options, including internships, independent study, prior learning and off-site seminars.

Antioch University Los Angeles Purpose Statement

Antioch University Los Angeles provides rigorous progressive education to prepare students for the complexities of today's diverse societies. Combining dynamic scholarship and creative endeavor with experiential learning and reflective practice, AULA fosters personal and collective agency, global citizenship, and socially conscious leadership.

Governance

Antioch University strives to be a democratically-minded and participatory institution of higher education. Antioch University's governance structure is based on several fundamental assumptions:

- Antioch University strives to be a unique national educational resource committed to progressive, innovative, and quality education for adult students
- The governance structure contributes to achieving Antioch University's mission, priorities and objectives
- The governance structure clearly articulates and provides for each program's curriculum to be developed and implemented by the faculty to achieve Antioch University's educational mission
- The governance structure provides for appropriate and meaningful involvement of student, faculty, staff, and administration in decision-making processes and facilitates communication, promotes cooperation, and encourages effective and efficient operation
- The governance structure judiciously uses institutional, human, and fiscal resources to achieve its mission, priorities, and objectives

Antioch University provides a wide range of opportunities for broad involvement in governance. Principal legal and fiduciary responsibility for the University rests with the University Board of Governors, which appoints the University Chancellor to oversee the University's five campuses and other operations.

Principal operational responsibility for the Los Angeles campus rests with the Antioch University Los Angeles Provost/CEO, who provides campus leadership and is responsible to the Vice Chancellor of Academic Affairs of Antioch University. AULA's Provost/CEO, in concert with the faculty Department/Division Chairs and other directors in Academic Affairs, provides campus leadership in the development of curriculum.

The faculty as a whole is responsible for curricular innovation and excellence, for providing a challenging student-centered classroom environment, and for modeling a community of lifelong learning. Student voices related to policy issues should be directed to the appropriate Department/Division Chair or the Provost/CEO. AULA alumni are served by the volunteer Alumni Council. Key campus committees include faculty and staff, and often student and alumni, representation. The campus has several governing and advisory bodies, a wide range of faculty and staff meetings, and community-wide meetings to provide input into campus operations and directions.

AULA Specialized Support Services

The Antioch University Counseling Center

The Antioch University Counseling Center (AUCC), a sliding-fee scale mental health center, has provided distinguished service to the community since 1974. The AUCC offers psychotherapy and counseling at affordable prices to AULA students as well as members of the community. Services are provided under a broad spectrum of therapy models. Current services include individual, family, and group psychotherapy, career counseling, psychological testing, the

International Counseling Center, and specialized counseling services for gay, lesbian, bisexual and transgender clients.

Students experiencing difficulties are encouraged to seek help from the Counseling Center. MAP students can fulfill their requirement for personal psychotherapy by working with licensed professionals at the AUCC.

Campus Services Center

The Campus Services Center (CSC) handles all issues related to campus operations, facilities, parking, equipment, supplies, safety, and security in support of the AULA learning environment. Students may have materials photocopied for a fee. Mailboxes for faculty are located in the Campus Services Center. The Campus Services Center (CSC) is open during all hours of university operation.

Student Mailboxes

The Student Mailbox System is used traditionally at AULA as one of the primary mechanisms for faculty and administration to communicate to students. The use of student mailboxes must adhere to FERPA regulations, state, local, and institutional policies that protect the privacy, security, and confidentiality of student information.

Student mailboxes are located in the Campus Services Center (CSC). All registered students are assigned mailboxes by CSC during the first term of enrollment. AULA will keep students' mailboxes until the student is no longer registered at the school (e.g., have graduated, are dismissed, or withdrawn). All faculty and staff acting in their official capacity are authorized to distribute mail using the student mailboxes.

Students may retrieve, with their valid student or state-issued identification card, contents of their mailboxes during CSC's business hours.

Parking and Parking Permits

All students who are registered for academic work at AULA are automatically assessed a parking fee that entitles the students access to parking in designated areas during the campus' regular hours of operation. Students using the AULA campus parking lot must fill out a Parking Access Card Form in order to receive a parking access card through the Campus Services Center. Parking access card forms are available during New Student Orientation, and are available at the Campus Services Center at all times thereafter.

Parking Fee Exemptions are granted on a quarterly, case-by-case basis. Exemption forms are available in the Campus Services Center. Parking Fee Exemption Forms must be submitted to

the Campus Services Center by the end of the term's Add/Drop deadline. Exemption forms are not accepted for past quarters.

Antioch University Los Angeles is not responsible for any costs associated with misplaced, lost, or stolen parking access cards. There is a replacement fee for parking access cards, payable at the Campus Services Center.

All questions and concerns regarding parking services should be directed to the Campus Services Center.

Student Identification Cards

Student photo identification cards are available to all current students through the Campus Services Center. Validation stickers are available through the Campus Services Center at the beginning of each term. There is a \$10.00 charge for replacement student photo identification cards.

Campus Security Act of 1990

In accordance with Federal Law, AULA publishes an annual report of campus crimes. This report is distributed annually through email in the Fall quarter, and is available on AULA's website here: <https://www.antioch.edu/wp-content/uploads/2019/10/aula-2019-annual-security-report.pdf>. The United States Department of Education's Office of Post-secondary Education provides a rapid customized report for public inquires 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/>.

Facilities, Equipment, and Materials for Instruction

The Antioch University Los Angeles (AULA) campus is located in Culver City, California, on the west side of greater Los Angeles, in an area historically known as Fox Hills. The AULA campus is in a large office park which houses a variety of tenants, including small businesses, law firms, and creative agencies. The AULA campus is comprised of three full floors in the Culver 400 building. The campus has over 17,000 square feet of classroom and conference room space, where instruction takes place. All instruction is delivered in English. All dedicated classrooms have built-in audio-visual equipment, enabling use of technology and video playback for instruction. AULA also uses mobile audio-visual equipment to bring technology to smaller conference spaces when needed.

In addition to classroom space, the AULA campus has two computer labs. Each computer lab is just over 800 square feet in size, and is equipped with technology for instruction. The AULA

campus also has a library space that occupies over 1,600 square feet, as well as a tutoring and instruction space called the "Teaching and Learning Center" that occupies just over 1,400 square feet.

Campus Leadership

Provost and CEO: Mark Hower

Chief Operations Officer: Sandy Lee

Executive Director, Enrollment Management & Student Services: Eme J. Dacanay

Student Accounts Director: Dawn Jackson

Director, Antioch Counseling Center: Eric Day

Assistant Director of Admissions: Ozzie Rodriguez

University Associate Registrar: Stacey Tulloch-Reid

Financial Aid Counselor: Norma Toledo

Disability Support Services Coordinator: Yaru Wang

Primary/Designated School Officials (international student support): Eme J. Dacanay & Yaru Wang

School Certifying Officials (VA Benefits): Dawn Jackson, Yaru Wang & Francis Hernandez

Reference & Instruction Librarian (Library Services): Asa Wilder

AULA Academic Procedures

These academic policies and procedures apply across all programs and guide instruction at Antioch University Los Angeles. Information about additional policies specific to each individual academic program is found in that program's section of this handbook. Policies and procedures for the quarter-based programs (Bachelors, MAP, and EDUCATION) often differ substantially from the semester-based programs (MFA in Creative Writing and USMA). Students are advised to familiarize themselves with the information in this section and in the section specific to their program.

AULA LEARNING OBJECTIVES AND ACADEMIC STANDARDS

The University's mission stresses preparing students for the complexities of today's diverse societies. AULA's educational programs foster personal and collective agency, socially conscious leadership, and global citizenship through experiential learning and reflective practice combined with dynamic scholarship. In keeping with this mission, the Antioch University Los Angeles community has adopted the following learning objectives as a yardstick of success.

The AULA student will be able to:

- Engage in creative, critical thinking and problem solving.

- Integrate theory and practice.
- Exhibit an awareness of self and others.
- Demonstrate competencies core to one's field of study.
- Use knowledge and skills as an effective participant in civic and professional life.
- Recognize oneself as a global citizen with a responsibility to effect social change.

Program Learning Outcomes

In addition to the above educational objectives, each academic program has its own learning outcomes listed in the individual programs' sections in this handbook. Every 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. The instructor designs course standards and expectations in accordance with the AULA mission and purpose and educational objectives as well as the academic program's learning objectives and degree requirements. The classroom instructor has authority and responsibility for the content and expectations of the course or other learning activity. The Curriculum Committee and the Provost are responsible for oversight of the curriculum. To earn credit, the student must demonstrate that she or he has met the learning objectives and other requirements spelled out in the syllabus for that learning activity, including attendance requirements.

ACADEMIC ADVISING AND DEGREE PLANNING

Upon enrollment, each student is assigned an academic advisor from their program's Core, Teaching, or Affiliate Faculty 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. Students are encouraged to seek out their advisors and to utilize them as resources to maximize the learning experience. Faculty advisors post their office hours and also communicate with advisees by phone, e-mail, and electronic conferencing.

In the quarter-based programs, weeks seven and eight of each term are designated as Advisement Week in advance of registration during week nine. Advisors may extend their office hours during this period in order to meet with students to plan their courses and other learning activities for the next term and to make sure that the student is on track for graduation.

Change of Advisor

After the first term of enrollment, a student may request a change of advisor if they found a faculty member who seems a more appropriate mentor. Faculty members do not object to these requests to change to a different advisor, but the new advisor must have availability to take on a

new student advisee. Students should check with the preferred advisor before initiating this change process. A Change of Advisor Request Form is available in the Office of Integrated Student Services (OISS). It needs to be signed by the present and preferred advisors and then turned in to the OISS.

Independent Studies, Internships, and other Non-Classroom Learning

The AULA curriculum often supplements classroom learning with a rich mix of learning formats, including independent studies, internships, field studies, prior learning, among others. The advisor works with the student to build non-classroom studies into the student's degree plan in a way that furthers the student's educational goals and career aspirations. Students in all course-based programs may pursue specialized studies in subjects that are not offered in the schedule of courses by developing a proposal for independent study. All non-classroom learning activities require the permission of the student's advisor and the participation of an appropriately qualified evaluator who must be approved by the advisor.

Independent studies are most often evaluated by core faculty members. Students are strictly prohibited from providing remuneration to their evaluators under any circumstances. Independent study is not available for MFA students. Internships are another type of non-classroom learning, which provides opportunities for hands-on learning in field-based sites throughout the city. Further, program-specific policies for Independent Studies, Internships, and other non-classroom learning activities appear in the Program section of this handbook.

Petition for Waiver of Academic Requirements

Petition for Waiver of Academic Requirement forms are available in the OISS and must be completed and submitted to the appropriate Department/ Division Chair. Any exception from the standard requirements of the program in which the student is enrolled require this form be completed.

Review of Student Progress

Faculty advisors review their advisees' student learning evaluations and progress toward meeting degree requirements on a regular basis, noting strengths and weaknesses of student academic performance.

If a student appears to be having difficulty with writing, critical thinking skills, classroom participation, attendance, Incompletes, or other recurring problems, the advisor may make specific recommendations for remediation. In some cases the advisor may determine that the student needs to follow a specific course of learning or register for a limited study load. In this case, the advisor meets with the student and communicates the concerns and actions to be taken. Depending on the seriousness of the issues or the repetitiveness of the problem, the advisor may

put the student on academic probation. In this case, a written plan of Remediation must be created by the student with his/her advisor. This plan must be followed by the student or more serious academic consequences may follow.

Letter of Concern

An advisor, instructor, or staff member may issue a Letter of Concern at any time when a student is not meeting the academic, conduct, or ethical standards of the University. The Letter of Concern is sent to the student, the advisor, and the department chair, and a copy is sent to the OISS to be placed in the student's file.

Instructors' Use of the Letter of Concern

An instructor may choose to write a Letter of Concern when a problem with a student's performance in a course arises. The Letter of Concern is the product of a formal process in which the instructor states her or his concerns and specifies what a student must do to receive credit for the course. In more serious cases, the instructor may use the Letter of Concern to inform the student that credit is not going to be awarded (however, it is important to note that it is possible to receive a no-credit evaluation without having received a Letter of Concern).

Grade Equivalents

Narrative evaluations are at the core of Antioch University's evaluation process. It affirms its belief that a more meaningful and useful evaluation and report can be obtained from narrative evaluations written by the faculty members who award the credit. For each course or learning activity, the instructor indicates "Credit Awarded," "Credit Not Awarded", or "Incomplete" and writes an individualized assessment of a student's work, identifying areas of opportunity for growth, and highlighting significant accomplishments. However, we recognize that certain employment or educational circumstances may make letter grade equivalents useful or expedient. For this reason, options for a "letter grade equivalent" (LGE) are provided in each program.

In Undergraduate Studies, faculty provide a LGE for each student in each course (with some exceptions as noted below) as of Fall 2021, but these LGEs only appear on narrative evaluations when a student makes a formal request to the Registrar's Office.

For all other programs, students may request grade equivalents for courses and learning activities. AULA instructors and evaluators are required by the University to provide grade equivalents for students who request them, except for the exempted learning activities as described below. Students interested in applying to particular graduate programs are advised to inquire whether that institution requires grade equivalents. Similarly, students should determine whether employers or financial institutions require grade equivalent information.

Students in the graduate programs on the quarter system (psychology, education) must approach each instructor individually to request a grade equivalent. The request must be made no later than the final course meeting, although earlier requests may be stipulated by the syllabus. A student who does not request a grade equivalent before the deadline will not have a grade equivalent submitted for that learning activity. MFA in Creative Writing students who wish to request a grade equivalent must approach their faculty mentor during the time when the Project Period Contract is being prepared. Students in the USMA program who wish to request a grade equivalent for core or elective coursework must approach the course instructor during the residency at the beginning of the semester. Grade equivalents for the capstone project must be requested as part of the capstone proposal to the faculty mentor.

When an instructor provides a grade equivalent, they add it to the Student Learning Evaluation. Once a grade equivalent has been submitted for a credit-earning activity, it is included in the student's permanent file and is available for the Registrar to use in the calculation of a GPA (Grade Point Average) equivalent. Instructors cannot add a grade equivalent to a Student Learning Evaluation form retroactively after the instructor has submitted the form and the student has earned credit for the learning activity.

University-wide policy prohibits grade equivalents from appearing on the student's transcript, but these LGEs will be available in the form of a separate report and communication from the Registrar's Office as needed.

Learning Activities Exempted from Grade Equivalents

Each AULA academic program may designate certain exempted learning activities for which grade equivalents are not available. These include, but are not limited to the following:

- In the Undergraduate Program, grade equivalents are not available for internships, prior learning, 0-unit courses, or 1-day workshops
- In the MAP Program grade equivalents are not available for zero unit courses, Applied Psychotherapeutic Techniques of Marriage and Family Therapy (Clinical Traineeship), Workshops, and Personal Psychotherapy
- In the Education Department grade equivalents are not available for student teaching
- In the MFA Program grade equivalents are available only for the Project Period of each semester
- In the USMA Program grade equivalents are not available for fieldwork

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 Registrar, using information from all learning activities listed on the AULA transcript as well as transferred units. If a grade equivalent was

requested at the time an AULA course was taken and appears on the Student Learning Evaluation form, that grade equivalent is used in the GPA equivalent calculation. For credit-earning activities that have not been exempted, and for which the student was not given a grade equivalent on the Student Learning Evaluation, the Registrar obtains a grade equivalent retroactively from the instructor of the course, Department/Division Chair, or a designated program faculty member. Information about program-specific guidelines for generating GPA equivalents is available from the Department/Division Chair.

The GPA equivalent is 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.

Prior to Spring Quarter 2006, GPA equivalents were calculated by other methods. GPA equivalents generated and recorded prior to Spring Quarter 2006 are honored as recorded. GPA equivalents calculated by the Registrar in Spring Quarter 2006 and later are based on combining new grade equivalent data with data from any GPA equivalents calculated earlier, following detailed guidelines available in the Office of ISS.

Beginning in Fall 2021, undergraduate students earning credit for a course are assigned a letter grade equivalent of A (4.0), A/B (3.5), B (3.0), B/C (2.5), or C (2.0). Letter grade equivalents of D (2.0) and F (0) are considered non-passing. For graduate unofficial grade calculations and undergraduate calculations prior to Fall 2021, a letter grade of B = 3.0, B+ = 3.3, A- = 3.7 and A = 4.0. There is no additional value to an A+.

Transfer Credit Policy

The Antioch University Los Angeles (AULA) transfer credit policy is aimed at facilitating the transfer of students and credits from a previous college or university to AULA. The policy seeks to assure maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree. This policy supports the "Joint Statement on Transfer and Award of Academic Credit (http://tcp.aacrao.org/misc/joint_statement.php)" approved by the American Council on Education, the American Association of Collegiate Registrar and Admissions Officers and the American Association of Community Colleges. Built into this policy are several of the principles of that statement. Central to the implementation of this policy is the goal to provide equitable treatment for native and transfer students and to ensure that students will not be required to repeat course work completed at an acceptable level of performance at a previously attended institution.

Determination of Transferability

Antioch University Los Angeles awards credit in transfer for courses completed at academic institutions accredited by the following regional accrediting organizations:

- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Colleges and Schools
- Middle States Association of Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Antioch University Los Angeles may also consider accepting transfer credits from academic institutions accredited by national accrediting bodies recognized by the Department of Education and/or the Council for Higher Education Accreditation (CHEA) .

Antioch University Los Angeles may accept transfer credit for courses completed at colleges and universities outside of the United States that are accredited or approved by the Ministry of Education (or other appropriate governmental agency) of the country in which they are located. Credit and placement decisions are based on recommendations of the American Association of Collegiate Registrars and Admissions Officers, National Association of Foreign Student Advisors, and selected other professional organizations and agencies that evaluate foreign educational institutions.

AULA does not accept credit from institutions with candidacy for accreditation. AULA accepts credit for transfer only if the units 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. Transfer of credit to Antioch University Los Angeles will be determined in accordance with the following transferability standards:

- The educational quality of the learning experience that the student transfers
- The comparability of the nature, content, and level of learning experience to all programs offered by the University
- The appropriateness and applicability of credit earned to all degree requirements discussed in this catalog

AULA does not assess transfer credit evaluation processing fees.

Determining Course Equivalencies

Initial determinations of transfer credit equivalencies are made by the AULA Office of Admissions through a comparison of course descriptions and/ or course titles. The course work

evaluated and deemed acceptable based on its content and comparability relative to the program standard/curricula as defined by the program 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.

Acceptability and Comparability of Courses

- **Acceptable:** Course work adjudicated as acceptable based on its content and comparability relative to program standard/curricula will be awarded transfer credit based on guidelines provided by instructional department directives.
- **Unacceptable:** Course work which, by an evaluation of its content, is deemed to be incongruent with program standard/curricula will not be awarded transfer credit (i.e., remedial and vocational courses not relevant to the degree and/or exceeding the maximum allowed for the degree).
- **Deferred:** Course work that is referred to a designated subject matter expert (faculty) within the program for his/her further review and final decision. Instructional department faculty will review the course and issue a final acceptability decision (i.e. credit and type of credit to be awarded or no credit awarded) through the respective Department/Division Chair.

Credit Hour Equivalencies

To convert transfer units to quarter units the following formulas are used:

semester units x 1.5 = # quarter units or

trimester units x 1.5 = # quarter units.

Fractions are rounded down to the nearest half-unit.

Antioch University Los Angeles accepts undergraduate transfer credit(s) for courses completed with a minimum letter grade of C or Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C.

Antioch University Los Angeles accepts graduate transfer credit(s), for courses completed with a B letter grade or better, or with a Pass, if the course was taken on a Pass/Fail basis. Courses are considered for transfer only if the courses have not been used as part of a graduate degree earned elsewhere.

Please refer to the Admissions and Program sections of this Catalog for additional transfer credit policies and requirements specific to each academic program.

Additional Ways Students May Obtain Credit

AULA recognizes that students have opportunities for learning beyond the traditional or more formal methods of education. Some of these opportunities may be eligible for consideration in the evaluation process based on certain criteria and on the circumstances by which the student obtained an education.

Evaluation of Examination Credit/Results

- Course credit by examination based on the results of a local testing program (e.g. APP, CLEP, DSST). This course credit will be eligible for evaluation and transfer credit may be awarded for same within the guidelines of this policy. While the initial evaluation of said course credit will in most cases result in a final decision on the University transfer credit to be awarded, some course credit will need to be deferred to the respective program chair for final decision.
- Course credit assigned based on Advanced Placement Program (APP) (<http://apcentral.collegeboard.com/apc/public/program/>) test results: Course credit is eligible for evaluation and the award of transfer credit is within the guidelines of this policy.
- Credit based on College Level examination Program (CLEP) (<http://clep.collegeboard.org/>) test results: Course credit is eligible for evaluation and the award of transfer credit is within the guidelines of this policy. Student may submit official test scores to the Office of the Registrar for evaluation and determination of the award of credit following the guidelines established by the respective programs.
- Course credit awarded based on Defense Activity for Nontraditional Education Support (DANTES) Subject Standardization Tests (DSST) (<http://www.military.com/education/timesaving-programs/dantes-college-credit-by-examination-program.html>): Course credit based on DANTES-DSST test results is eligible for evaluation and may be assigned transfer credit and the award of credit is within the guidelines of this policy. Student may submit an official original DSST transcript of examination results to the Office of the Registrar and transfer credit will be awarded consistent with the respective program directives for evaluating each subject area.

Military Education Programs

Courses for which credit was earned while in the military must be listed on official military documents (i.e. DD214, DD295, Army/American Council on Education Registry Transcript). Other official military documents may be used as the basis for evaluation at the discretion of the Registrar/designee given that they contain the elements necessary for evaluation. Courses that are eligible for evaluation will be awarded transfer credit consistent with the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services (<http://www.acenet.edu/news-room/Pages/Military-Transfer-Guide.aspx>). The university will

maintain a written record of the previous educational training of veterans and eligible persons, that the record will clearly indicate that credits have been granted, if appropriate, with the training period shortened proportionately and the student notified accordingly.

Appeal of Transferability or Course Equivalencies

Students who wish to appeal the evaluation of transferability of a course may do so through the Office of the Registrar. When making an appeal, students must be prepared to provide supporting documentation (e.g., a course syllabus, course description from the other institution's catalog, examples of work). The Registrar, in consultation with the respective Department/Division chair, will examine the appeal to determine whether or not the University transfer credit policy was appropriately applied in the initial evaluation. The Registrar/designee will issue appropriate correction if the policy was misapplied. (See Transfer and Intra-University Credit Policy (http://aura.antioch.edu/cgi/viewcontent.cgi?article=1009&/ #38;context=policies_500_6x)). The university will maintain a written record of the previous educational training of veterans and eligible persons, that the record will clearly indicate that credits have been granted, if appropriate, with the training period shortened proportionately and the student notified accordingly.

'NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION'

'The transferability of credits you earn at Antioch University Los Angeles is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Undergraduate Studies Programs (Bachelors), Master of Arts in Education, Master of Arts in Education Leadership and Change, Master of Arts in Psychology, Master of Fine Arts in Creative Writing, and Master of Arts in Urban Sustainability you earn in the undergraduate studies and in all 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 Los Angeles to determine if your earned credits will transfer.'

Campus Calendar

Please [click](#) here to view the Antioch University Los Angeles Academic Calendar.

Current Tuition and Fees

Department Overview: AULA Graduate Psychology

AULA Graduate Psychology

AULA's graduate psychology department currently offers three distinct degrees (**MAP, MAPS, and MPIC**) and a growing number of specializations.

The Master of Arts in Clinical Psychology (MAP) degree program prepares students for licensure as California Licensed Marriage and Family Therapists and, with additional coursework, for licensure as California Licensed Professional Clinical Counselors. Within the program, students specialize in their choice of

- Addiction and Recovery
- Applied Community Psychology
- Child Studies
- General Practice
- LGBT Affirmative Psychology
- Psychological Trauma Studies
- Spiritual and Depth Psychology

The Master of Arts in Psychological Studies (MAPS) program is a 48-unit program uniquely designed for students who are interested in non-clinical, master's-level training in applied psychology (e.g., research, program evaluation) and want a more theory focused degree. It is also suitable for those interested in postponing licensure to their doctoral level training and who wish to obtain preparatory skills and knowledge. Information can be found on the MAPS (p.89) section of this catalog.

The Master of Arts in Psychology-Individualized Concentration (MPIC) degree program is an individualized, non-clinical program of study, which prepares students for non-clinical careers in psychology (e.g., research, program evaluation) or doctoral work in experimental psychology,

applied (e.g., clinical, counseling, or school) psychology, or other domains of non-clinical psychology. It is not open to newly matriculating students. Information can be found on the MPIC (<http://aulacatalog.antioch.edu/graduateprograms/mainpsychologywithindividualizedconcentrationmpic/>) section of this catalog.

Mission

The graduate degrees in psychology combine a commitment to teaching and training in psychology with a dedication to social justice. This is accomplished in a program that emphasizes:

- the link between theory and practice through personal, clinical and societal applications of learning
- the highest personal & professional ethical standards
- experiential learning, collaborative learning and educational innovation
- support for creativity, personal meaning and pleasure in learning
- academic excellence

At AULA, learning is not confined to the classroom. Numerous noncredit lectures and workshops, along with informal conversations and discussions with instructors and peers offer opportunities for gaining knowledge. Similarly, assessment is not confined to the classroom. From the moment students are accepted into the psychology program and begin interacting with faculty, staff and peers, they are being assessed as to their potential as therapists, their readiness to engage in clinical training and professionalism.

Program Objectives

The faculty has organized the curriculum around the following five core areas of competence:

- **Theoretical Learning:** Describe, critique, and apply major theories in the field of psychology.
- **Clinical and/or Community Applications:** Apply a broad range of intervention skills to clinical and/or community practice with diverse populations.
- **Professionalization:** Conduct themselves as professionals in the field, with reasonable judgment, effective interpersonal skills, and adherence to legal and ethical guidelines/obligations of practice.

- Human Diversity and Social Justice: Demonstrate awareness, sensitivity, and skills in working with individuals, groups and communities from various cultural backgrounds and identities, and, in working to dismantle systems of marginalization, domination and oppression.
- Reflective Practice: Use self-awareness including self-analysis, observation, inquiry, and purposeful reflection to continually improve their own self- knowledge, interpersonal effectiveness, and professional skills.

The graduate psychology faculty continually works to develop criteria and processes to measure how well the program is able to represent its ideals. At various times in the program, students are asked to participate in this assessment process. For example, students evaluate faculty effectiveness in the classroom at the end of each learning activity. This information helps the program faculty continually revise and improve the program and their own work.

MAP, MAPS and MPIC Program Policies

The following are the MAP program policies for which students are held accountable, except under the most extraordinary circumstances.

Class Meetings

Quarterly classes are scheduled to meet each week of the 10-week term. Occasionally intervening holidays will result in a 9-week schedule for some classes. If for any reason a class does not meet a minimum of 9 times during a quarter, an additional class will be scheduled during the same day and time during week 11 of the quarter or some other equivalent activity will be included.

Class Attendance

Students are expected to attend all scheduled class meetings, arrive on time, and stay for the entire class. Students who miss more than 20% of class meetings will not receive credit for the course.

Instructors may request appropriate documentation for missed classes and chronic lateness. In some courses, where class participation is a crucial part of the learning process, the instructor may allow only one absence.

Maximum Number of 'Objectives Not Met' on Narrative Evaluations

Students receiving more than two 'objectives not met' on a narrative evaluation will not receive credit for the course.

Maximum attempts at coursework and clinical training

Students may attempt a course a maximum of three times. If a student receives a no credit for a required course, after the third attempt, the student will be withdrawn from the program.

Students can receive a no credit for PSY 6200 Clinical Training once. Upon receiving a second no credit evaluation, the student will be withdrawn from the program.

Students may only attempt PSY 5450 Society and the Individual once. If a student receives a no credit evaluation in this course, the student will be withdrawn from the program.

Incomplete and No Credit Narrative Evaluations

Students who receive two or more incompletes during a quarter may be required to register for half time in the next quarters, until they have caught up on their work.

Students who receive no credit evaluations in two or more pre-clinical courses may be dismissed from the program.

Issues for All Degrees

Provisional Admission

Some students are admitted to the MAP Program provisionally. The student's letter of acceptance states the reason(s) for the provision. All provisions must be satisfied by the end of the first quarter in order to receive full acceptance. The provision(s) may be cleared when all relevant materials have been submitted to the Office of the Registrar.

Occasionally a student is admitted to the program with the provision that all first quarter work must be completely satisfactory (i.e., no incompletes and no "Credit not Awarded" for first-quarter classes). A student with this provision cannot register for the second quarter until a faculty advisor has spoken to the student's instructors and approved the student for registration. This means that the student must normally wait until Late Registration to enroll.

Evaluation of Potential and Suitability

From the moment students apply to the program they are being evaluated as to their potential for the program and suitability for the profession. This evaluation includes academic, clinical, ethical and interpersonal domains. While only faculty have input on academic and clinical evaluations, Antioch staff and administrators have input on the ethical and interpersonal domains. A pattern that establishes a deficiency in one or more of these domains may result in students being asked to do remedial work, reduce their load to half time (and/or delay taking certain clinical courses), or leave the program for a time or permanently.

Declaration of Program Form

On entering the MA in Clinical Psychology Program, students must sign a Declaration of Program Form (available at New Student Registration and Orientation and in the Office of Integrated Student Services) confirming the particular program options for which they were admitted: MA in Clinical Psychology or MA in Psychology-Individualized Concentration; MFT or MFT/LPCC licensure pathway; Specialization (i.e., Child Studies, Applied Community Psychology, Spiritual and Depth Psychology, Conflict and Non-Conflict Related Trauma, LGBT Affirmative Psychology, or General Practice); and One-Day-a-Week Cohort, Downtown Cohort, or Flexible Schedule.

If students wish to change to a different program option, (e.g., from one specialization to another, from non-clinical to clinical psychology, in or out of a cohort) an advisor and/or other relevant faculty members must be consulted. A personal interview with a faculty member may be required. The student then obtains appropriate permission signatures on the Change of Program Form, which must then be filed with the University Registrar.

Residency Requirements

Each MA Psychology option (described above) has a 'Residency Requirement.' This refers to the number of quarters (full, half-time or combination) students must be enrolled, while earning the units required for the degree.

Quarters in which students are enrolled less than half time, on Leave of Absence, on Enrollment Maintenance, or on Thesis Completion status do not count toward the fulfillment of the residency requirement. Given the potential consequences of these enrollment statuses, students should consult with their advisor before committing to them.

The degree must be finished within five calendar years of first admission (unless students withdraw and subsequently reapply and are readmitted, in which case the degree must be finished within five years of the second entry into the program unless otherwise specified). Students readmitted on this basis must complete degree requirements in force at the date of readmission.

Transfer of Credit from other Institutions

The MAP Program may accept in transfer up to 18-quarter units of graduate work in psychology from other regionally accredited institutions, if the coursework is equivalent to comparable AULA core or elective courses. Higher limits for transfer work may be allowed for students transferring from other Antioch University campuses (contact Department Chair for further information). Transfer courses must have been completed within five years immediately preceding admission to the AULA MAP Program, and the grade must be B or better.

In order to request transfer credit, students must fill out Form B, Permission to Transfer Units From Another Graduate Program, attaching copies of the relevant transcript(s), course descriptions and/or course syllabi, so that equivalencies to AULA courses can be determined. Form B is submitted to the Graduate Psychology Department Chair during students' first quarter.

Acceptance of transfer units is at the Program's discretion.

Our program follows the AULA transfer policy that directs programs to seek to 'assure maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree' and 'to provide equitable treatment for native and transfer students and to ensure that students will not be required to repeat course work completed at an acceptable level of performance at a previously attended institution.'

The program also follows the Joint Statement on the Transfer and Award of Credit that notes that transfers 'increasingly involves transfer between dissimilar institutions' and encourages 'for reasons of social equity and educational effectiveness for all institutions to develop reasonable and definitive policies and procedures for acceptance of such learning experiences, as well as for the transfer of credits earned at another institution. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. Learn more... ([http:// tcp.aacrao.org/misc/joint_statement.php](http://tcp.aacrao.org/misc/joint_statement.php))

In evaluating transfer units the program follows the industry practice that allows for taking a single incoming course and applying its credit among multiple courses. ('Some schools will take the 5 semester hours and apply it to a 3 credit course and then apply the 2 remaining credits toward another elective.') Learn more...

(<http://www.collegetransfer.net/AskCT/Howdoesthecoursecredittransferprocesswork/tabid/2411/default.aspx>)

1. When, in the opinion of the transfer content evaluator, an incoming individual transfer course contains content that sufficiently covers content contained in multiple graduate psychology program courses and carries sufficient unit credit to do so then all appropriate coursework will be waived. This is to prevent the student from 'being required to repeat course work completed at an acceptable level of performance at a previously attended institution' as stipulated in our transfer credit policy.
2. When an incoming single transfer course has content that meets the requirements for a required psychology program course and also contains units in excess of that required by the psychology program, all excess units be offered as elective units in accordance with AULA transfer credit policy which assures 'maximum utilization of credits earned previously and to encourage students to advance through their education toward the completion of their degree.' For example: An incoming course with five quarter units that

cover the content of Process I. Two units would be credited to Process I and the remaining three units would be treated as elective units.

Students who are granted transfer credit for 4-7 units may reduce their residency by one-half quarter. Students who are granted transfer credit for 8 or more units may reduce residency by a full quarter.

The Personal Psychotherapy Requirement

Students in the MA in Clinical Psychology Program (including all Specializations) are required to participate as clients in personal psychotherapy, once weekly or more, for a minimum period of two academic quarters (24 weeks). Students must document their completion of this requirement through the completion of forms available from the MAP program office or the Office of Integrated Student Services. Individual, group, couples or family therapy may be used to meet this requirement. Students are encouraged to begin their personal therapy in advance and/or concurrently with beginning clinical training.

The two quarters of therapy need not be continuous. Students must work with a single therapist, and with a single modality of therapy (individual, group, couples or family therapy) during a quarter of enrollment, but may change therapists or change to a different modality for the second quarter of enrollment. The therapist must be a California licensed MFT, LCSW, LPCC, Psychologist or Board-certified Psychiatrist; interns and trainees are not acceptable as therapists. Telephone therapy and online therapy are not acceptable.

No units of credit are given for psychotherapy, and the requirement is not documented on the transcript. Students must contact the MAP Program Office or the Office of Integrated Student Services for information on how to document the personal psychotherapy requirement.

Students may not work with someone who has ever been a therapist for them or for a member of their immediate family.

Guidelines for Psychotherapy with MAP Faculty Members

In conformity with the Antioch University Los Angeles policy on Dual Relationships, students may not be a client in therapy with a Core, Teaching or Affiliate Faculty Members during students' enrollment in the program. Adjunct Faculty are expected to follow the ethical standards of their professional organization.

Confidentiality in MAP Classes

Because some class discussions at AULA involve disclosure of personal information, it is important to maintain confidentiality, particularly if this has been the agreement in a particular

class. If students do not maintain confidentiality when it is appropriate to do so, it will be considered a conduct violation. As a related issue, it may not be appropriate to tape-record classes, even if only for personal review. Instructors should be asked if taping is permissible.

Progress Tracking Sheets

There is a Progress Tracking Sheet that lists program requirements for all students and requirements for each specialization, as well as for clinical training, provided to assist students in keeping track of their progress in meeting their particular degree requirements. Students should work with the tracking sheet throughout their time in the program to be sure that requirements for residency, core courses, electives, psychotherapy and clinical training are being met. Progress Tracking Sheets are distributed at New Student Registration and Orientation, and are available on the MAP Student Resources (<https://sites.google.com/a/antioch.edu/map-program-resources/home/tracking-sheets/>) Google Site.

Letter of Concern

Faculty may utilize a Letter of Concern when a serious problem arises with students' work in a course or conduct. The Letter of Concern is a formal process that instructors use in order to state clearly their concerns and specify what students must do to receive credit for a course (or, in more serious cases, to inform students that credit is not going to be awarded). This letter does not replace a commitment to face-to-face discussions between students and instructors. When a Letter of Concern is written, it is sent to the student, the advisor, the Chair, and a copy is kept in the student's file in the ISS office. Instructors are not required to use this Letter, but may do so if they feel that it will be helpful. Staff may also write Letters of Concern regarding students if they have had a significant negative experience with them.

The receipt of two letters of concern might result in slower entry into clinical training or affect current placement. The second letter received by a student will also trigger a remediation plan which may be the length of one quarter or more. If the concern is great enough or if the remediation plan is not completed successfully, then this may impact a student's ability to begin clinical training. If the concerns indicate a lack of suitability for the profession, the student may be asked to leave the program.

Course Prerequisites

A number of core MA Psychology courses have prerequisites as noted in the course descriptions and in the quarterly Schedule of Classes. Some elective courses may have prerequisites as well. Requests to waive MAP course prerequisites

Occasionally, students wish to enroll in a given course before, or concurrently with, the prerequisite course(s), believing that they already possess sufficient academic preparation in the area of the prerequisite. In such cases, students may Petition for a Waiver of Academic Requirements. Students will be required to present evidence of earlier learning (e.g. syllabi of past courses at other schools, reading lists, writing in the area, etc.) and have the consent of their academic advisor, who will act in consultation with the course instructor. Advisors determine whether the background is sufficient to permit students to enroll directly into the more advanced course. The one exception to this process is that prerequisites for beginning clinical training may not be waived.

If the prerequisite course is part of the required curriculum, students must still take the prerequisite, due to the MFT licensing requirement that the entire curriculum be completed. If a student is overqualified for the prerequisite class, it is often possible to work with the instructor to request more advanced assignments.

Independent Studies in MAP

Instructor-student and student-student dialogue is highly valued at AULA. Because of this, taking courses offered by the program (both required and elective) in the classroom setting is the most appropriate and desirable means of completing them.

With the permission of the faculty advisor, students may be allowed to earn elective credit through independent studies in areas of special interest. An approved Form A is needed in order to register for any such independent study. Refer to the Instructions for Form A, available in the ISS office and to the Academic Policies and Procedures chapter of the Catalog.

Under unusual and extreme circumstances, the faculty may consider allowing a student to complete a required course as an independent study. This would be considered if the student has documented prior knowledge of the subject area and if taking the course via the classroom setting would produce significant hardship to the student. A faculty member (core, teaching or affiliate) who has taught the course content is the most appropriate choice for evaluator and that faculty member's syllabus may be used. The student must complete the requirements of the course and include additional work to account for the usual classroom time. If permission is granted, a Form AA is completed in consultation with the evaluator of the learning activity and filed with the ISS office.

First Quarter Requirements

New Student Orientation

All students are required to attend New Student Orientation, where they learn basic information about the faculty, the program and the degree requirements. With assistance from program staff,

students plan out and register for their first quarter of academic coursework. During the meeting, students also meet with representatives from the student services.

Students also receive more detailed information about AULA writing standards, American Psychological Association format for writing papers and plagiarism.

Post Orientation Activity

All students are required to attend a session of Campus Resource Day Training. At this session, students complete a writing assessment. Based on a review of this writing sample, students may be required to complete a first quarter writing workshop. The workshop includes information on academic writing that can be invaluable to new students. In addition, it provides students with training in how to write papers according to the format described by the American Psychological Association. Students will also receive access to and training in the use of the following AULA systems:

- Antioch email account including online conferencing
- Sakai - the online course management system and classroom
- OhioLink - an online library that contains numerous professional journals.
- AUView - Online registration and student accounts management system
- and other useful AULA resources

On the MAP Student Resources site or the AULA Sakai site, students can find draft course schedules for upcoming quarters, as well as syllabi for courses.

PSY-5450: Society and the Individual (3 units)

All MAP students must successfully complete PSY-5450 Society and the Individual in their first quarter of study . This foundation course must be successfully completed in order to advance in the program. Students cannot receive an incomplete in this course except under the most unusual circumstances

In addition to course content, students must demonstrate specific basic computer competencies in order to receive credit.

The following processes pertain to a student who earns a No Credit evaluation in PSY 5450. If, as the quarter proceeds, a student appears to be in danger of not passing, the student may be informed through the feedback provided on written work and/or through a Letter of Concern. However, it is possible that the instructor might reach the decision to award No Credit at the end of the quarter, based on final work turned in, or on class participation late in the course.

If a student does not receive credit for this course, the student will be withdrawn from the MAP Program. If there are extenuating circumstances, the student may appeal to the Psychology Department Chair to request a remediation that does not result in withdrawal from the program. The student's registration may be voided, if necessary. The student, following procedures specified elsewhere in this catalog, may appeal the No Credit decision and its consequences.

PSY-5000AA Clinical Training Readiness (0 units)

Students will complete PSY-5000AA Clinical Training Readiness as early as (but no sooner than) their third quarter of academic study. The PSY-5000AA Clinical Training Readiness course is designed to assist students in learning about and preparing for the various facets of applying to and securing a clinical training placement. This course is designed to assess students' readiness to enter clinical training and serve as a bridge between introductory, didactic coursework, and applied experiences in clinical work.

PSY-5100: Introduction to Psychotherapy Theory and Practice (0 units)

New students may also be required to complete PSY-5100: Introduction to Psychotherapy Theory and Practice during or (at the student's option) prior to the first quarter of study. If so, the course must be successfully completed in order to advance in the program.

The following pertains to a student who earns a No Credit evaluation in this course:

- If a student fails the final exam/final paper for PSY-5100: Introduction to Psychotherapy Theory and Practice, the student has one opportunity to redo it within the same quarter.

If the student does not pass the exam the second time the following consequence will occur:

- The student will be withdrawn from the MAP Program. The student's registration may be voided, if necessary. The student, following procedures specified elsewhere in this catalog, may appeal the No Credit decision and its consequences.

If a student receives a No Credit for some reason other than failure to successfully complete the final exam/final paper, the student may appeal to the Psychology Department Chair to request a remediation that does not result in withdrawal from the program.

Waiver of the PSY 5100 Requirement

Normally an incoming student would not be required to take this course if the student has recently taken and achieved a B or better on the following coursework at a regionally accredited college or university:

- • Personality Theory
- • Abnormal Psychology

- • Developmental Psychology

If, however, in the opinion of the admissions team an incoming student needs the coursework to prepare him, her, or them for our program, the student may be required to take the course regardless of prior study in psychology.

PSY-5000W: Writing for Graduate School and Beyond (0 units)

New students may also be required to complete Graduate Writing and Beyond during or (at the student's option) prior to the first quarter of study. If so, the course must be successfully completed in order to advance in the program.

The following pertains to a student who earns a No Credit evaluation in this course:

- If a student fails the final exam/final paper for PSY 5000W Graduate Writing and Beyond, the student has one opportunity to redo it within the same quarter.

If the student does not pass the second time the following consequence will occur:

- The student will be withdrawn from the MAP Program.
- The student's registration may be voided, if necessary. The student, following procedures specified elsewhere in this catalog, may appeal the No Credit decision and its consequences.

If a student receives a No Credit for some reason other than failure to successfully complete the final exam/final paper, the student may appeal to the Psychology Department Chair to request a remediation that does not result in withdrawal from the program.

Waiver of the 500W Requirement

Incoming students can 'test out' of the 500W requirement during the Writing Workshop during Campus Resource Day.

Specialization Courses

A course should be designated and approved as a specialization course before it can be counted toward completion of the specialization. In most circumstances, non-specialization course cannot be switched to a specialization course after a student has taken it. While a course may be counted to satisfy two requirements, they cannot be double counted towards the total for the degree. Thus, it may be that a course could satisfy two different sets of requirements for the specialization, but not counted twice toward the total number of hours needed for a degree. An elective would be needed toward fulfilling the degree requirements.

Program Options and Degree Requirements

Each AULA graduate psychology student applies for and is accepted to either MAP or MAPS. MAP Students also choose a specialization. (Changes are sometimes possible in subsequent quarters, certified by the Change of Program Form, which must be filed with the OISS with appropriate permission signatures from the faculty. An additional interview may be required.)

MA in Clinical Psychology (MAP)

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 units with a minimal completion time of 8 full time quarters.

The MA Program in Clinical Psychology (MAP):

- Prepares students for MFT licensure in California
- With some additional coursework, prepares students for licensure as Licensed Professional Clinical Counselors 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-Low Residency Program

The Master of Arts in Clinical Psychology program prepares you to work in contemporary psychotherapy by introducing you to a wide range of theories and techniques. You are

challenged to look inward and arrive at new psychological insights that will help you develop greater depth as a psychotherapist and socially-conscious citizen of the world.

The 90 unit program meets the educational requirements for licensure as a California Marriage and Family Therapist (MFT) and the PCC specialization as part of your degree program as a Professional Clinical Counselor (PCC). Our Master of Arts in Clinical Psychology program is known for successful preparation of highly trained, multiculturally competent therapists.

Students in the low residency Master of Arts in Clinical Psychology program can choose from one of our unique tracks in Addiction and Recovery, Licensed Professional Clinical Counselor track, and General Practice track. The areas of focus were created to help you develop expertise in emerging areas of practice, enrich your professional experience, embrace cultural diversity, and develop a successful career path. Additional specializations are available in our on-campus program and other Antioch University locations.

You are encouraged to explore multiple perspectives and approaches and to engage instructors and peers in collaborative learning experiences. Beyond the courses, you have the opportunity to apply your knowledge and skills by practicing therapy under professional supervision at affiliated mental health services agencies. We will also identify and approve other sites for traineeship.

Degree Requirements

The Master of Arts in Clinical Psychology degree is a 90 unit program, taken over 8 full-time quarters. The courses are organized to build a solid foundation for clinical training, professional specialization, and supervised experience after you graduate. You will complete courses in a sequence to enter your clinical traineeship and take specialized or elective coursework in your second year.

Program Sequence

Low Residency coursework will typically involve 2-3 courses that meet weekly on Zoom, an asynchronous (self-paced) online course, and an intensive workshop, scheduled for a few weekend sessions. The course load is manageable for those who wish to balance family, work, health, and recreation needs.

The sequence of courses includes core courses scheduled for the cohort; prerequisites for clinical training, which begins in the second year; and electives that help each student develop a niche or specialization. The courses build upon each other in a meaningful way to develop increasingly advanced knowledge, skills, and perspectives. Our program is intended to graduate highly skilled, reflective practitioners.

MAP Clinical Training and Licensure (MAP Students Only)

AULA's MAP degree has been designed to meet and exceed the requirements established by the State of California Board of Behavioral Sciences (BBS) for academic preparation for licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC). AULA's combination of classroom learning, clinical training experience, and personal development provides strong preparation for meeting licensure requirements, and AULA graduates have experienced high pass rates on the licensing examinations. AULA is experienced in helping students move successfully into productive service as qualified professionals.

The path toward licensure begins while the student is in the MA in Clinical Psychology Program. The Clinical Training Orientation (PSY 5000) provides detailed information about AULA's clinical training requirements and the California State licensing process. During this meeting a Clinical Training Handbook is distributed. Although the Clinical Training Director, staff, and faculty advisors can assist students to understand all BBS procedures, students should bear in mind that meeting the BBS requirements for licensure is solely the student's personal responsibility. Students are responsible for reading the Clinical Training Handbook and adhering to all its procedures.

Students will complete PSY 5000AA Clinical Training Readiness as early as (but no sooner than) their third quarter of academic study. The PSY 5000AA Clinical Training Readiness course is designed to assist students in learning about and preparing for the various facets of applying to and securing a clinical training placement. This course is designed to assess students' readiness to enter clinical training and serve as a bridge between introductory, didactic coursework, and applied experiences in clinical work.

In the quarter prior to registering for clinical training units, students must complete PSY 5000A Pre-Enrollment Requirements for Entering Clinical Training (PERFECT). This tutorial teaches students about the paperwork required to contract with a training site, how to register for clinical training academic units and how to track hours for AULA and the BBS. PERFECT is a self-paced, computer-based tutorial available online through the AULA Sakai system. Upon successful completion, students must submit a PERFECT Tutorial Proof of Completion form to the Clinical Training Office.

Students may start clinical training after successfully completing four quarters of enrollment, a minimum of 18 units of academic units, PSY 5000 Clinical Training Orientation, PERFECT, PSY 5000AA Clinical Training Readiness, PSY 5000A PERFECT, as well as completing and receiving credit for the courses, which are prerequisites for clinical training (i.e., PSY 5310A Personality Theories I, PSY 5010A Process of Interpersonal Psychotherapy I, PSY 5410F Assessment of Psychopathology, PSY 5410G Psychopathology and Treatment Planning, and PSY 5480 Professional Ethics and the Law). However, completing course and unit prerequisites does not guarantee permission to engage in clinical training. Students must also meet any

additional readiness requirements outlined in the most current Clinical Training Handbook. Additionally, should the faculty determine that a student is not yet ready to begin clinical training, the student's clinical training may be delayed and additional learning activities may be required.

After correctly completing and submitting the relevant forms (Form D and Clinical Training Agreement) to the Clinical Training Office, as described in the Clinical Training Handbook, students must register for clinical training units (i.e., PSY 6200 Applied Psychotherapeutic Techniques) during the Priority Registration period or during the Add-Drop period, using an Add/Drop Form for Non-Online Courses Requiring Extra Documentation Only in each quarter in which they plan to receive academic credit. Students may NOT register for clinical training until all evaluations for CT prerequisites have been reviewed by their advisor/appropriate faculty member, processed by the Office of the Registrar, and credit has been recorded in their credit report. Changes in clinical training supervisor(s) and/or hours must be communicated to the Clinical Training Office by submitting a correctly completed Form DD, and (in most cases) a new Clinical Training Agreement. Please see the Clinical Training Handbook for more information.

Students must be concurrently enrolled in PSY 6200 Clinical Practicum during any quarter while earning clinical training hours and units. Students must enroll in this zero-unit course regardless of how many units they are completing in PSY 6200/Applied Psychotherapeutic Techniques. This course is designed to be a connection point between classroom-based learning and clinical training experience. The course addresses issues of professional development, supervision utilization, and offers training in case documentation and case presentation. Students who fail to enroll in or receive credit for PSY 6210 Clinical Practicum cannot receive credit for their clinical training units (i.e., PSY 6200) and cannot count any of the hours accrued during the quarter toward licensure.

During the clinical training process, students perform some combination of individual psychotherapy, relationship counseling, family therapy, and/or group psychotherapy with clients under clinical supervision at one of AULA's approved training sites as a Marriage and Family Therapist Trainee and/or a Professional Clinical Counselor Trainee. Clinical training can only take place with agencies approved by the AULA Clinical Training Office.

Students must complete a minimum of 9 units of clinical training to graduate from the program, but may enroll in up to 18 units as part of their degree plan. Students must complete a minimum of 297 hours of supervised clinical experience (but no more than 750 hours) as a trainee. As part of the 297-750 hours of experience, students completing the MFT requirements must accrue 150 hours of direct-client-contact counseling individuals, couples, families, or groups and 75 hours of client centered advocacy and/or additional direct-client-contact hours. Students completing the PCC requirements must accrue 280 hours of direct-client-contact counseling individuals, couples, families, or groups. For students completing the MFT requirements, these hours will be

counted toward the 3000 hours needed to qualify to take the examinations for the MFT license. PCC licensure requires a clinical traineeship and an additional 3000 hours completed after graduation; to qualify for the PCC licensing examinations. Students completing the PCC requirements will begin earning the 3000 hours needed to qualify for PCC licensure after graduation from the MAP program.

Upon successful completion of the MA in Clinical Psychology, graduates apply to the BBS for registration as Marriage and Family Therapy Associate and/or Professional Clinical Counselor Associate. As Associates, graduates must work under appropriate supervision and may do so in a paid or unpaid positions at a community mental health centers, hospitals, schools, substance abuse treatment centers, or other appropriate agencies, or in a private-practice settings, in order to accumulate the balance of the 3000 hours of supervised clinical experience required for MFT licensure and/or to accumulate all 3000 hours of post-degree supervised clinical experience required for LPCC licensure.

After completing the 3000 hours of experience, applicants take the required examinations administered by the Board of Behavioral Sciences. When students pass these examinations successfully, they are eligible for licenses to practice independently as a Marriage and Family Therapists and/or Licensed Professional Clinical Counselors.

Students should be aware that, at this time, AULA's MA Psychology programs are not structured to meet requirements for education and school counselor credentials, which are overseen by the California State Department of Education.

Evaluation of Readiness to Begin Clinical Training

As noted previously, despite completing all of the technical pre-clinical requirements, if, in the opinion of the faculty, students are not ready to begin clinical training due to identified issues with interpersonal effectiveness, student conduct, and/or other concerns, students may be required to undertake additional coursework and/or interpersonal skill-building activities before beginning the clinical portion of their degree.

Evaluation of Clinical Training

Each quarter in which students are registered for clinical training units, the Clinical Training Office sends Graduate Student Learning Assessments to their Clinical Supervisors. Students are responsible for confirming that the completed learning assessments have been received by the Clinical Training Office on time. Clinical training evaluations may NOT be delivered by students. For continuing students, the completed learning assessment must not be completed before the last week of the quarter and must be received by the Clinical Training Office in accordance with the stated deadlines. For graduating students registered for clinical training units

in their final quarter, the learning assessment cannot include hours past the penultimate week of the term (see the Academic Calendar section at the back of the Catalog).

When the Clinical Supervisors have returned the Graduate Student Learning Assessments for a given quarter to the Clinical Training Office, the Clinical Training Office reviews the assessment technically. The AULA Director of Clinical Training then reviews the assessments to determine whether AULA credit is awarded. It should be noted that the AULA Director of Clinical Training, and not the students' supervisors, has the authority to determine whether or not AULA credit is awarded. If credit is awarded, the Clinical Training Office enters the student's total hours of experience and total face-to-face client hours into the clinical training database. The learning assessment is then forwarded to the Office of the Registrar for entry into the student's official record. If the Director of Clinical Training denies credit, this decision may be appealed following the regular process for Appeal of Narrative Evaluations as detailed in the Academic Policies, Procedures, and Services section of this Catalog.

Students who fail to enroll in or receive credit for PSY 6210 Clinical Practicum during any quarter in which they are also enrolled in PSY 6200 Applied Psychotherapeutic Techniques cannot receive credit for their clinical training units (i.e., PSY 6200) and cannot count any of the hours accrued during the quarter toward licensure.

Students may fail to receive credit for PSY 6200 Applied Psychotherapeutic Techniques, only once. Upon receiving a second no-credit evaluation, students will be withdrawn from the program.

Evaluation of Hours Earned when Students are not Registered for Clinical Training

In some cases, students earn hours at an AULA-approved clinical training site during a quarter for which they are not registered for PSY 6200 units. The standard Clinical Training Agreements and Form Ds are required. Instead of narrative evaluations, supervisors complete Supervisor's Report on Trainee Hours When Student is Not Earning Antioch Credit forms at the end of the quarter. Details are provided in the Clinical Training Handbook. As is the case for clinical training credit, the AULA Director of Clinical Training has the authority to determine whether or not the hours will be accepted.

Note: Students earning only clinical training hours must be concurrently enrolled in PSY 6210 Clinical Practicum. Students who fail to enroll in or receive credit for PSY 6210 Clinical Practicum cannot count any of the hours accrued during the quarter toward licensure.

Ethical Standards in Clinical Training

Whenever AULA MAP students are earning hours at approved clinical training sites as MFT Trainees and/or LPCC Trainees, whether or not they are registered for academic credit for clinical training, they must conform to the ethical principles for professional practice. The

Clinical Training Handbook provides detail on student ethical responsibilities in clinical training. Students found to be in violation of ethical principles may be subject to sanctions including but not limited to dismissal from the clinical training site; loss of credit for the term; loss of hours earned toward the MFT/LPCC license; and, in the most serious cases, suspension and/or dismissal from the program. Cases involving ethical violations will be considered first by the Director of Clinical Training, then by the Psychology Department Chair in consultation with the MAP faculty. Appeals of decisions may be made to the Psychology Department Chair, then to the Office of the Provost.

Traineeship at the Antioch University Counseling Center (AUCC)

The Antioch University Counseling Center is not only a community clinic, but also a training site for selected students in the MAP Program. Graduates of the program may also complete an associateship at the AUCC. Trainees and associates are involved in individual, couples and family therapy, co-lead therapy groups, and present psycho-educational workshops in the community. This rigorous clinical training is augmented by expert supervision, ongoing in-services and training sessions. For students able to counsel in languages other than English, The AUCC International Counseling Center provides experience with diverse clinical populations. For those interested in working with LGBT youth, the AUCC COLORS program provides LGBT-affirmative therapy, support and advocacy for underserved youth, young adults, and their families. Students may also earn hours in AUCC's School-Based Counseling Program, working in area elementary, middle, and high schools. Counselors in training take responsibility for all aspects of Counseling Center operation, acquiring valuable experience in future roles. Students interested in training at the AUCC should contact the AUCC Associate Director.

Professional Clinical Counseling

In 2009, the Board of Behavioral Sciences in California differentiated Marriage and Family Therapy (MFT) from Professional Clinical Counseling (PCC) as two distinct licenses that were available to mental health professionals at the master's level. As such, Antioch University developed the opportunity for students in the MAP-Clinical program who designated the General Practice specialization to take coursework in their general practice elective coursework that would make them eligible for the PCC license in California.

The profession of counseling, governed by the American Counseling Association (ACA), holds a theoretical framework that is slightly different than that of marriage and family therapy. Historically, marriage and family therapists were trained in a diagnosis, medical-focused model (often trained to work in hospitals and clinics), whereas counselors were trained in a developmental, normative-stress model (often trained to work in schools and college counseling centers for people undergoing normative life stressors). After World War II, many counselors and therapists were trained and hired interchangeably to work with the massive increase of

individuals needing a wide variety of services, including vocational guidance and job placement as well as comprehensive psychological treatment to aid in their suffering of PTSD symptoms. Thus, MFTs and PCCs are now often working in many of the same locations, although their scope of practice and theoretical framework of training are different. Specifically, PCCs often are focused on:

1. normative development across the lifespan (e.g. development throughout adulthood and midlife) at the master's level; and,
2. career counseling theory and career-focused assessment techniques (e.g., development throughout adulthood and midlife) at the master's level.

GATEWAY Course for the PCC Specialization: PSY-5010A (Process of Interpersonal Psychotherapy I). This is a co-requisite for PSY-5060E, meaning that students can take PSY-5010A and PSY-5060E concurrently.

17 units LPCC Specialization

Students can take PSY 5090 as their clinical skills elective (which can also fulfill one of their core course requirements). Students can also choose to take PSY 5360E (Research for Evidence-Based Practice) in lieu of PSY 5450E (Program Development and Evaluation) if desired.

PSY 5060E Career Development I: Theories (3 quarter units)

PSY 5060F Career Development II: Application and Techniques (2 quarter units)

PSY 5500E Integrative Treatment of Addictive & Co-Occurring Disorders (3 quarter units)

PSY 5090 Brief Therapy (2 quarter units)

PSY 5450E OR Program Development and Evaluation (3 quarter units) OR

PSY 5360E Research for Evidenced-Based Practices

The Professional Development Coursework Option

All courses offered in the graduate psychology program are designed to broaden and deepen the knowledge and skills necessary to provide psychological services at the highest professional level. Successful completion of any course in the department will increase skills and/or professional knowledge on the part of the student. Given this, in addition to their specialization(s), most students should consider adding the Professional Development Coursework Option (PDC) to their degree program. The PDC allows students to take additional theoretical, application, social justice, and reflective practice courses as part of their degree

program. Doing so will increase both professional skills and employment readiness. Students must consult with their adviser and plan carefully when considering any PDC courses to ensure they are not overburdened during their studies.

Department Overview: AULA MFA

Master of Fine Arts, MFA

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.

Program Learning Outcomes

Upon completion of the program, MFA students will be able to demonstrate:

- Proficiency of writing skills for selected genres: creative nonfiction, fiction, poetry, young people, writing for the screen, and playwriting.
- Critical reading, writing, and thinking skills required of a literary and dramatic artist.
- Knowledge of ethical issues and social values of the literary and dramatic arts.
- Commitment to a broad range of issues and activities associated with a literary writer and the communities in which the writer lives and works.

Curriculum Overview

The MFA in Creative Writing program is a low-residency, mentor-based (as opposed to a course-based) program. There are no individual courses offered for units of credit. The MFA program includes five ten-day intensive residencies at the Los Angeles campus (or six residencies in the dual concentration option) involving required and elective activities, writing workshops, and individual as well as collaborative learning experiences. These residencies alternate with five-month online project periods for the completion of individualized learning plans and projects designed with the student's faculty mentor. Students are awarded 12 semester units for the completion of each semester's learning, including both residency and project period activities.

The curriculum offers instruction in the techniques of writing in the genres of creative nonfiction, fiction, poetry, young people, writing for the screen, and playwriting in combination with theoretical interpretation, cultural and literary criticism, and the exploration of social contexts. Occasionally, the program offers online electives such as Screenwriting and craft courses in poetry, prose, and others. A required field study involves the student in experiential learning, such as involvement in community arts activities, the teaching of creative writing, or an internship in a professional setting. Students also take an 8-week translation course. Intense student-faculty mentoring relationships support the student learning and round out the curriculum. During the project periods, online discussions such as critique and reading groups connect students and mentors on a regular basis in an active learning network.

Each term, students are issued a Residency and Semester Student Handbook detailing specific learning activities for the upcoming residency. This Student Handbook also includes information on program requirements, policies, procedures, and documentation of learning.

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, poetry, and young people are offered as primary genres for study, and literary translation is offered as a secondary genre for study. There are three options for completing the MFA degree:

- 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.

Advanced Standing

Advanced standing in the MFA in Creative Writing program can be sought by students who have completed at least one semester in another MFA in Creative Writing program in an accredited college or university or a certificate or training program offered by a partner institution such as UCLA Extension. Students with an MA in English (with some creative writing emphasis) or other qualifications may also be granted Advanced standing on a case-by-case basis. After having been accepted into the AULA MFA in Creative Writing program, students may request advanced standing under the advice and guidance of the Creative Writing Department Chair. Advanced standing qualifies a student to complete the standard MFA in Creative Writing program in three terms rather than four. Advanced standing moves the student forward only one term.

The MFA Professional Development Semesters

The MFA Professional Development Semester (PDS) consists of a single term that may be taken for a range of 5 units of credit. PDS is an additional semester of project period mentoring any of the following genres: fiction, poetry, creative nonfiction, young people, writing for the screen, playwriting, or literary translation. The PDS semester is offered to Antioch MFA alumni as well as currently enrolled MFA students who have completed all requirements for the MFA degree except the formatting review of the final manuscript. PDS students must be in good standing with the program and have completed their work in a timely manner, as well as demonstrated the ability to work independently. Continuing MFA students take the PDS during their fifth (or, in the case of dual concentrations, sixth) term of work. The 5 PDS units are added to the continuing student's number of units required for graduation, making a total of 53 units that must be completed in order to earn the degree. Continuing MFA students may take only one PDS, but may also return for additional PDS terms as alumni. MFA alumni enroll in a PDS term as non-matriculating students.

Post-MFA Certificate in the Teaching of Creative Writing

A Post-MFA Certificate in the Teaching of Creative Writing is available to eligible MFA in Creative Writing students who have met all requirements for the degree, to AULA MFA in Creative Writing alumni, and to those holding the degree of MFA in Creative Writing from other institutions. AULA students must apply to the Post-MFA program and be in good standing academically, as well as have demonstrated the ability to complete work on time and

independently throughout the MFA Program. Since the Post-MFA Certificate requires a placement with another faculty member at an academic institution, the Post-MFA student must also have demonstrated professionalism while in the MFA Program. The Certificate is described later in this page.

The MFA Residency

The ten-day residencies in June and December form a principal component of the MFA in Creative Writing program. Required to initiate each semester's work, the residency provides the student with seminars, lectures and workshops, an opportunity to submit preferences for a faculty mentor, and time to prepare the project period learning plan. It also offers the student peer support and networking with other writers.

Each ten-day residency at the Los Angeles campus provides the student with:

- Exposure to a wide range of collaborative and independent learning activities in the field
- Input in the selection of a faculty mentor for the upcoming project period
- Time to prepare the project period learning plan with the mentor
- General direction in the development of an individual curriculum
- Stimulation and support

Students and faculty come to the Los Angeles campus to participate in intensive sessions in writing and literature, as well as informal exchanges with students, faculty, and special guests on social issues related to the arts. Faculty, visiting writers, and graduating students present lectures in literature, literary theory, the craft of writing, and the professional aspects of a writing life. Descriptions of residency seminars, panels, and other presentations are included in the MFA Student Handbook. The handbook is mailed to students and posted online in advance of the residency so that students may select learning activities in which they wish to participate and to prepare for them. Students are expected to attend a minimum of seven learning activities during each residency (including a writing workshop) along with required orientations for specific student cohorts. In addition, students must attend two community activities (at least one lunchtime student reading and one graduating student reading) every residency.

The writing workshops, which meet on alternate days throughout the residency, encourage the development of analytical skills and critical skills in a genre. Workshops are led by faculty members and students serve as resources for one another. Each includes five to eight students. During the residency, each student has original writing discussed in a workshop. Students are required to submit in advance representative new work completed during the previous semester's project period; new students may include work submitted with the application. A maximum of seven pages of poetry are requested; fiction, creative nonfiction and young people writers submit

a maximum of 20 double-spaced pages; writing for the screen and playwriting students submit a maximum of 20 pages in the format appropriate for the genre. Prior to the residency, students should prepare typed critiques for each fellow author and plan to hand these out in person to the author immediately after the writer's work has been discussed. The critique should be a minimum of 200 words with no maximum for each separate work (story, essay, poem, etc.) submitted for discussion.

Each residency schedule includes a variety of special presentations, optional off-site events, performances, and other activities. Faculty members and graduating students give public readings of their work. Additionally, visiting writers are brought to the campus to participate in residency activities and give readings or presentations. Special discussion sessions are held on publishing, networking, book arts, dramatic writing, performance art, and the like. These special discussions vary with each residency.

Prior to the residency, students are encouraged to read published work by members of the faculty for that semester. During the residency, students submit their preferences for the faculty mentor who will work with them during the project period. The MFA core faculty team then assigns an appropriate mentor, based on student choice, student seniority, faculty availability, and other factors. The program cannot guarantee that each student will be able to work with every faculty member s/he/they wishes to have as a mentor or workshop leader. Students are required to work with a variety of faculty during their time in the program, and they are permitted to request to work with the same project period mentor for a maximum of two semesters.

During the residency, students meet in groups and in individual conferences with their assigned faculty mentor to discuss their learning projects for the upcoming project period. New students are oriented to the program model and counseled in how to meet degree requirements. High value is also placed on students being resources for one another.

Students and faculty do not reside on campus during the residency. Students must secure their own housing at one of the many hotels or rentals nearby. Students may choose to stay in other facilities, or with friends or family.

Students are generally expected to be on campus from 9:00 a.m. to as late as 9:00 p.m. every residency day, because of the full schedule of activities and the importance of informal, unscheduled exchange with colleagues (both faculty and students). Although readings are open to the public, other activities and facilities are for students only (alums may come if they inform the program). With the exception of readings, students may not bring spouses, partners, friends or family to campus, as the residency period is an extremely demanding time to which the student must give full attention. No childcare is provided by the University. Campus policy does not allow pets on campus except for service animals. Other details of the residency, including accommodations, directions to the campus, etc., are included in the MFA Student Handbook.

During the residency, each student maintains a log of the activities they attended. Students must write and submit a residency student learning analysis (RSLA) reflecting on the various learning activities during the residency. This must be submitted to the MFA program office approximately ten days after the student departs from the residency and it becomes a part of the student's permanent file. In addition, students complete a residency review, identifying strengths, weaknesses, and suggestions for future residencies. The review helps the MFA program faculty plan the next residency period more effectively, and does not become part of the student's permanent file.

Students are expected to participate fully in the entire ten-day residency period. Full participation is required to earn the semester's credit and for the granting of the degree. If, for some exceptional reason such as health or family emergency, a student cannot participate fully, s/he/they must petition the MFA program for a one-semester leave of absence (LOA). See the Office of the Registrar Policies and Procedures section of this Catalog for further information about LOAs. Students on leave are reminded that a new semester cannot be initiated without full residency participation.

The Project Period and Project Period Contract

The second essential component of the MFA is the project period. During each residency, students are assigned a faculty mentor with whom they design a five-month learning plan called a Project Period Contract (PPC). The Project Period Contract contains the following elements:

- A list of specific learning objectives for the term
- A list of what the student will write in order to achieve these objectives
- A list of books and shorter works the student will read individually and in common with her/his/their mentee group in order to achieve the learning objectives
- A schedule by which writings and readings will be completed

A Project Period Contract is required before the student departs from the residency.

Activities in the PPC are completed during the project period. During these five months, regular communication is conducted with the faculty mentor via email, telephone, Zoom, and Antioch's online learning management system. Over the course of the project period, students submit five monthly packets of work to their mentors. Students also participate in online reading discussions overseen by their respective mentors. Project period activities require a minimum of 25 hours per week, consisting of reading and writing, conferencing, and communicating with other students.

The primary focus of the project period is the student's own creative writing as well as written annotations based on selected readings. Specific project periods also include other core requirements, such as the Art of Translation Course (2nd project period), the Critical Paper (2nd

and 3rd project period), the Final Manuscript, and Cumulative Annotated Bibliography. These last two requirements are completed during the student's final project period in either the 4th or 5th semester, depending on whether or not the student is pursuing a dual concentration.

Online Communication

An important feature of the MFA in Creative Writing program is the online component. During the project period, students, mentoring faculty, the Creative Writing Department office, and all offices at AULA are connected online through the AULA Gmail system and the online learning management system, Sakai, on which students are trained during their first residency. Mentors also establish private online reading and writing/critique discussions for their mentees on the learning management platform. The primary means of exchange is online via the AULA Gmail system. The Creative Writing Department also communicates information to faculty and students online through the AULA Gmail system.

The Midterm Evaluation

Midway through the project period, the mentor completes a midterm evaluation that indicates the student's satisfactory work toward the Project Period Contract's learning objectives or indicates problems with the student's work and student-faculty relationship that might prevent the student from successfully completing the semester. This midterm evaluation is submitted to the Creative Writing Department office. If it is an unsatisfactory evaluation, the student is contacted by the Creative Writing Department Chair to discuss strategies for academic improvement or the potential for the student being placed on probation. The student also completes a midterm self-evaluation which is submitted to the mentor and the Creative Writing Department office. By mutual agreement, the student and mentor may modify the Project Period Contract during the project period, but any significant changes to the original contract must be noted in the mentor's Student Learning Evaluation (SLE) at the end of the term. Another progress evaluation from the mentor is provided at the three quarter point of the project period to satisfy requirements of the Financial Aid office.

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 mastery 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.

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 Orientations, Parts I & II

New Student Orientation of Online Resources

Arts, Culture and Society I: The Writer at Work: The Writer as Literary Citizen

Arts, Culture and Society II: Unbuild the Wall: Self, Society & Writing Antiracism

[Orientation to the MFA Field Study]

[Writers at Work]

Reading Like a Writer

Mentor panel and selection

Writing Workshop
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 1:

Monthly submission of creative work to mentor
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)]
Writing Workshop
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 Workshop

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:

Submission of Critical Paper to MFA Program Office
How to Prepare and Teach a 20-Minute Presentation/Orientation to the Final Term
Mentor panel and selection
Writing Workshop
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 4:

Performance workshop for graduating students

Preparation of the Final Manuscript
Preparation of graduating student presentation and public reading
Selected reading and written annotations
Preparation of 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:

Submission of final manuscript to MFA Program Office
Submission of cumulative annotated bibliography to MFA Program Office
Writing Workshop
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 his/her/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 his/her/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
- 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, and all genres offered by the AUSB program are each calculated as "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
- Prose (primary) and Writing for the Screen / Playwriting (secondary): 75 pages of primary genre, 25 pages of secondary genre
- Poetry (primary) and Writing for the Screen / Playwriting (secondary): 30 pages of poems, 25 pages of dramatic writing
- Writing for the Screen / Playwriting (primary) and Prose (secondary): 75 pages of primary genre, 25 pages of secondary genre
- Writing for the Screen / Playwriting (primary) and Poetry (secondary): 75 pages of dramatic writing, 10 pages of poems

Genre	Total Page Count	Primary Genre Page Count	Secondary Genre Page Count
Mixed Concentration (Genre Jump): all prose, including writing for the screen and playwriting	100	75	25
Mixed Concentration (Genre Jump): poetry + prose, including writing for the screen and playwriting	55	30 poetry	25 prose
Mixed Concentration (Genre Jump): prose + poetry	85	75 prose	10 poetry

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

Please see below chart for more information.

Genre	Total Page Count	Primary Genre Page Count	Secondary Genre Page Count
Dual Concentration: all prose, including writing for the screen and playwriting	125	75	50
Dual Concentration: poetry + prose, including writing for the screen and playwriting	80	30 poetry	50 prose
Dual concentration: prose, including writing for the screen and playwriting + poetry	95	75 prose	20 poetry

Assessment

Student learning in the MFA in Creative Writing program is assessed in a number of ways, all of which are grounded in the program's learning objectives and mission.

Each student's writing is evaluated by a faculty admissions committee during the application process. This writing sample and faculty evaluation serve as a baseline from which to identify the student's strengths in writing and assess the student's improvement through the course of the program.

The evaluation of the student's learning and, more precisely, the student's development and mastery of writing skills in a selected genre occurs in several ways: Students receive ongoing responses to their writing from faculty mentors and peers throughout the program.

As noted above, there is a midterm evaluation for each project period.

Students write their own project period student learning analysis and receive their mentor's evaluation at the end of each project period.

At the end of the final project period, the mentor approves the student's Final Manuscript (which also must be approved and signed by the MFA Chair) and writes the final evaluation, clearing the student for graduation.

Faculty and peer review of each graduating student's presentation are gathered during the final residency and later shared with the student.

Hardware and Software Requirements

Because the MFA learning community engages in distance and hybrid education, it is essential that every student in the MFA program has ongoing reliable access to a working computer and a stable Internet connection.

Please consult the Antioch University website and the MFA Program Office for our regularly updated information on hardware and software requirements.

We also encourage all members of our community to back up their work often to protect against computer failure. The MFA program requires students to maintain some documents over the course of their two years in the program. It is essential that you not let natural disasters or computer failure create challenges for you in the months leading up to your graduation.

Please note that handheld and tablet devices may be very helpful, but will not be able to interact with all the online features of the MFA program.

Learning Activity Descriptions

Residency Core Offerings Writing Workshop

The Writing Workshop is an intensive workshop (10 total hours) in the genre (creative nonfiction, fiction, poetry, young people, writing for the screen, or playwriting) the student concentrated on in the project period that preceded the residency. (Note: Mixed genre students and incoming students participate in a workshop in the genre they were mentored-or accepted in-that precedes the residency.)

Arts, Culture, and Society (I & II)

These courses investigate the relation between cultural production, politics, and social change. With a lecture-discussion format, students focus attention on the principal aspects of cultural theory in an effort to come to a fuller understanding of the place of writing and the arts within our social system. Students gain a better understanding of themselves as cultural workers situated within particular matrices of political and social power.

Orientation to the Field Study

Students are required to complete one field study project, pre-approved by core faculty. In some instances, pre-designed field studies are available for students to select. These include introducing guest writers, working on the MFA program's student-edited online literary journal, Lunch Ticket, and working on the MFA program's student-run podcast Lit Cit. However, in most instances, students develop opportunities for these learning experiences under the guidance of their core faculty field study mentor and on-site field study supervisor. Field studies can consist of varied types of learning such as developing a multimedia presentation, interning in professional settings or cultural organizations, creating a web page, editing a magazine, and other activities or projects approved by the core faculty and on-site field study supervisor. Each student's field study is expected to address at least two of the three aspects of the MFA program's special focus: the education of literary and dramatic artists, community engagement, and the pursuit of social justice.

Seminars/Presentations on the Art and Culture of Writing

Faculty and guest writers present historical, critical, dramatic, and process seminars on writing and the work of writers. Graduating students present 20-minute conference-style presentations on literary topics.

Critical Paper Seminar

This course introduces students to graduate-level library research. Students learn to research topics in literary studies, access online research, provide proper documentation for critical papers, and prepare critical paper manuscripts according to Modern Language Association guidelines.

Art of Translation Seminar

This seminar familiarizes students with the art of translation and adaptation of literary texts. One of the primary goals of this conference is cultural mediation. Collaborative translation and adaptation create bridges to other cultures while honing English language skills by creating 'equivalent' patterns of sound and sense that also serve the originality of poems in another language. Spinoffs and rewritings of poems and short prose passages also help students discover how their own cultures modulate universal themes. It is not necessary to know a foreign language to participate in this seminar.

How to Prepare and Teach a 20-Minute Presentation

This seminar helps students approaching graduation prepare to give their graduating student presentations. The broader purpose is twofold: 1) To help students envision their presentations with clear delivery of information and audience engagement; and 2) to help students envision

contexts in which this type of presentation-teaching, job interviews, conference presentations, etc. - will be essential to success.

Writers at Work

Lectures, field trips, meetings with editors and publishers, and other resources show students ways in which creative writers earn a living in today's culture. Alum at Work is similar but taught by MFA alumni.

Department Overview: AULA Undergraduate Studies

Undergraduate Programs

Liberal education addresses our democracy's need for an educated and critically aware citizenry; it also serves to enhance personal and professional roles. Since its inception in 1972, the undergraduate programs at Antioch University Los Angeles have provided a liberal studies curriculum designed to assist students in becoming independent life-long learners with a sound grasp of disciplinary content and an ability to think critically and creatively about the social issues that influence their lives, communities, families, and professions. Antioch University Los Angeles offers a Bachelor of Arts (BA) in Liberal Studies, a BA in Applied Studies, a BA in Applied Arts & Media, a Bachelor of Sciences in Applied Technology and Business Leadership, and a Bachelor of Applied Arts in Urban Communities and Justice degrees. Regardless of a student's major or area of concentration, the liberal studies curriculum is the central element across all of AULA's fields of study. This curriculum - based on a tripartite model of academic rigor, experiential learning, and social engagement - cultivates ethical understanding, respect for divergent perspectives, diversity, and an appreciation of historical and political issues. The learning activities - courses, internships, and independent studies - are often interdisciplinary and integrative by design. The interdisciplinary nature of the program fosters students' capacity to synthesize what they are learning and to understand complex social issues in a holistic way.

Undergraduate Studies Program Leadership

MeHee Hyun: Dean, AU Undergraduate Studies and Chair, AULA Division of Undergraduate Studies

Rosa Garza-Mourino: Director, External Partnerships

Audrey Mandelbaum: Administrative Director, AULA Division of Undergraduate Studies
Christopher Pruitt, Program Coordinator

Purpose and Values of the Bachelor's Programs

The bachelor's programs offered at AULA provide students with a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The programs foster students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action. By linking knowledge to agency, the programs challenge students to demonstrate their commitment to personal responsibility, concern for the rights of others, and to the goal of achieving social justice in our communities and our world.

Length of Program

While students must enter with the equivalent of one year's worth of transferrable academic credit, the actual amount of credit that a student transfers in is an important determining factor in the length of the program. Each undergraduate program in the catalog is listed with a standard time to completion of 36 months, but it may take any individual student between 1-3 years to complete. This determination may be assessed as part of the admission process.

Undergraduate Learning Objectives

All of the bachelor's programs infuse curriculum with this purpose and these values through learning activities that cultivate the following intellectual and practical skills, applied learning, social awareness and responsibility:

- 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 local and global contexts

Overview of Undergraduate Studies

AULA understands learning as an interactive process in which the student and teacher together develop attributes of liberally-educated individuals. To that end, AULA encourages its faculty to present their own work, commitments, and values in the classroom while faculty members encourage students to define and reflect upon their own goals, interests and values.

Some of the educational and developmental principles that guide the program's pedagogic philosophy are:

- **Respect:** Instructors are expected to treat what the student knows with respect. This principle acknowledges the power differences between teachers and students deriving from the teacher's expertise, yet it assumes that the students' thinking and knowledge are central to the interactive learning process
- **Customized instruction:** AULA encourages instructors to assess the student's level of knowledge and to design course work and independent studies that are sufficiently flexible to challenge the student to build upon that knowledge and extend it to a new level of complexity
- **Problem-Solving/Conflict Situations:** AULA expects instructors to engage students in genuine social and cognitive debate about problematic situations and to pursue constructive solutions
- **Interactive Activities:** Instructors involve students in activities in which there is regular feedback from the instructor
- **Student Interest:** AULA encourages instructors to allow their students' individual interests to help shape their research and writing assignments
- **Active Learning:** Whenever possible, course design promotes opportunities for students to apply what they are learning. Learning involves theory and practice, as well as critical reflection on this relationship

AULA's bachelor's programs emphasize the historical and socio-political context of thought and knowledge. This implies the following practices:

- **Historical Context:** AULA encourages both the student and the instructor to situate the content of the learning in historical perspective and contemporary context.
- **Contextualization:** Instructors compare and contrast ideas, theories and practices not only in terms of their quality and validity but also in terms of their contextual antecedents such as gender relations at the particular time, social stratification, and values of the society.

The way in which the ideas or theories reflect or sustain particular power relations in society is also part of the context for consideration.

- **Values and Outcomes:** Instructors emphasize the values embedded in ideas, theories, and practices and the social outcomes to which the values contribute.
- **Academic Freedom:** AULA stands behind the principle of academic freedom for both faculty and students. Instructors may present content that is uncomfortable to some individual students. Students and faculty are encouraged to discuss any areas of discomfort in order to ensure that academic freedom and the critical exploration of ideas occur in the context of respect and responsibility to the class as a whole

Undergraduate Program Admissions

Antioch University Los Angeles offers the following undergraduate degrees: the Bachelor of Arts (BA) in Liberal Studies, the BA in Applied Studies, the BA in Applied Arts and Media, the Bachelor of Science in Applied Technology and Business Leadership, and the Bachelor of Applied Arts in Urban Communities and Justice. Students are admitted into these programs for the Fall, Winter, Spring, and Summer quarters. Students wishing to be readmitted may apply for any quarter.

To learn more about the undergraduate programs including the application process and deadlines please visit Admissions. (<https://www.antioch.edu/los-angeles/admissions-aid/admissions/>)

The bachelor's programs offered at AULA provide students with a broad base of knowledge, skills, experience, and the intellectual flexibility to become critically informed participants in their professions and communities. The programs foster students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action. By linking knowledge to agency, the programs challenge students to demonstrate their commitment to personal responsibility, concern for the rights of others, and to the goal of achieving social justice in our communities and our world.

Students are admitted into the undergraduate programs for the Fall, Winter, Spring, and Summer Quarters. Readmitted students may be accepted for any quarter. For application deadlines, refer to the AULA website (<https://www.antioch.edu/los-angeles/>).

Undergraduate Eligibility Requirements

To qualify for admission, all applicants must supply the following:

- Evidence of successful completion of at least 36 quarter units (24 semester units) of college-level learning from a regionally accredited institution of higher education as demonstrated by official transcripts. (See the section below on transfer credits.) AULA

may consider accepting transfer credits from academic institutions accredited by national accrediting bodies recognized by the Department of Education and/or the Council for Higher Education Accreditation (CHEA) and from foreign institutions approved by national ministries/departments of education.

- Evidence of college-level writing and communication ability, as demonstrated in the Admissions Dialogue essay.
- Evidence of readiness to complete the undergraduate degree, as demonstrated in the Admissions Dialogue and previous academic record.
- The Admissions Dialogue. This is a three-page essay in which applicants introduce themselves by addressing the following topics:
 - Their choice of an area of study and the rationale for that choice; and
 - A description of one or more past learning experiences that have strongly influenced their current academic and/or career goals.

Applicants to the Applied Studies programs (Applied Arts and Media, Applied Studies, Applied Technology and Business Leadership, Urban Communities and Justice) must also demonstrate the following:

- Evidence of successful completion of at least 27 quarter units (18 semester units) in a cohesive area of study that can be applied to the major. These units are included as part of the overall transfer requirement of 36 quarter units (24 semester units) noted above.

Transfer Credits

To convert transfer units to quarter units, the following formulas are used:

- Number of semester units x 1.5 = number of quarter units OR
- Number of trimester units x 1.5 = number of quarter units AND
- Fractions are rounded down to the nearest half-unit.

Credit for a particular course can be given only once. For example, if the same course was taken twice at two different academic institutions, Antioch University Los Angeles gives transfer credit for only one of the courses. However, when an academic institution's catalog specifically states that a given course may be taken more than once for credit, Antioch University Los Angeles will consider transferring all the credits earned.

Antioch University Los Angeles accepts undergraduate transfer credit(s) for courses completed with a minimum letter grade of C or Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C.

Approval Process for Transfer Credits

Transfer units are admitted for credit towards Antioch University Los Angeles degree requirements through a formal process carried out in the Office of the Registrar and by the faculty. Official evaluations can be made only when official copies of all transcripts are present in the student's admission file. Antioch University Los Angeles may accept units on the basis of transcript information alone, or the student may be asked to provide further information, such as a catalog course description(s) or course syllabus, to determine whether the course(s) meets transfer credit eligibility. A student who has questions about transfer credit evaluation may discuss the matter with the Undergraduate Studies program chair or the Office of the Registrar's transcript evaluator.

Undergraduate Class Standing

It is important for students to be aware of their class standing for purposes of financial aid and verification of enrollment status. Class standing is determined by the number of units completed:

Class Standing Classification Completed Units

- First Year 0 - 44.5
- Sophomore 45 - 89.5
- Junior 90 - 134.5
- Senior 135 or more

Articulation Agreements

In order to promote the smooth transfer of students from community colleges and transfer schools, the Undergraduate Studies program has developed articulation agreements with the following schools:

- American Academy of Dramatic Arts
- East Los Angeles College
- El Camino College
- Glendale Community College

- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Southwest College
- Los Angeles Trade Technical College
- Los Angeles Valley College
- Pasadena City College
- Pierce College
- Rio Hondo College
- Santa Monica College
- Theatre of Arts College for the Contemporary Actor
- West Los Angeles College

Learn more at <https://www.antioch.edu/los-angeles/articulation-agreements/>

These agreements simplify how specific courses are accepted in transfer and can be used to fulfill Antioch University Los Angeles' undergraduate program domain of knowledge requirements. The University will continue to develop articulation agreements with additional institutions in the future.

The agreement with UCLA Extension specifies that Antioch University Los Angeles will automatically accept in transfer all UCLA Extension degree credit courses (courses numbered X, XL, or XLC 1-199) toward the Antioch University Los Angeles undergraduate degrees. Coursework numbered 1-99 is transferable as 'lower division' quarter units; coursework numbered 100-199 is accepted as 'upper division'; and coursework numbered 300-400 is evaluated on a course-by-course basis. Students seeking transfer credit for one or more of these courses may be asked to submit the course description and also a syllabus providing information on reading, requirements and assignments. The following UCLA Extension Substance Abuse courses are accepted by AULA for lower-division transfer credit: X428.1a, 2a, 3a, 1b, 2b, 3b, 4b, and XL402.4.

Current information about AULA's articulation agreements is available from the Office of the Provost.

Extension Courses Other Than UCLA Extension

Antioch University Los Angeles accepts only certain types of extension courses for credit. The Office of the University Registrar evaluates extension courses for credit on a case-by-case basis. If an extension course is refused for transfer because it does not meet Antioch University Los Angeles' standards for college-level learning, the student may be able to document the coursework as Prior Learning with additional reading and written work. See the Undergraduate Programs section for Prior Learning for further information.

Career and Technical Education Courses

Antioch University Los Angeles accepts career and technical education (CTE) courses under certain conditions. Career education courses consist primarily of specific job skill training. Examples of these courses include, but are not limited to: culinary arts, medical technology, and real estate. Technical courses consist primarily of specific technical or applied skills, as opposed to courses that emphasize conceptual or theoretical learning. Examples of technical courses include, but are not limited to: die casting, technical drafting, shorthand and typing, and certain types of performance and methodological courses.

The BA in Liberal Studies program accepts up to 6 quarter units of lower division technical courses from accredited institutions for transfer toward the BA degree.

The BA in Applied Studies, the BA in Applied Arts and Media, the BS in Applied Technology and Business Leadership, and the BAA in Urban Communities and Justice degrees allow students to apply CTE courses towards their major, and requires at least 27 quarter units in a cohesive area of professional focus in order to apply to one of the Applied Studies degrees.

College orientation courses (e.g., Freshman Orientation Seminar) are nontransferable.

Physical Education Units

Antioch University Los Angeles accepts up to 6 quarter units of lower division physical education (PE) courses from accredited institutions for transfer toward the undergraduate degree. Students may petition to exceed this limit if they are able to demonstrate that additional physical education units:

- Include conceptual learning; and,
- Represent an integral part of the major area of study.

Cooperative Education and Work Experience

Cooperative Education courses may be transferable. The student may be asked to write a brief summary of learning for review by the Office of the Registrar and faculty if either the catalog course description or the student's work was individualized. Work experience, if documented on a transcript, may be transferable by this same process.

Credit Policy for Registered Nurses and other Health Professionals

Undergraduate students holding the Registered Nurse (RN) license are awarded a maximum of 90 quarter units (lower-division, the equivalent of two years' college study) earned in a National League for Nurses (NLN)-approved diploma program of three years' duration. Proof of license is required. Credit for nursing units will be awarded in block form. This credit is subject to the same standards and limitations on transfer credit presented elsewhere in this Catalog.

If a student completes a Licensed Practical Nurse (LPN) program, credit is accepted toward the BA degree only through the Prior Learning process of evaluation. See the BA Program section on Prior Learning for further information. These credits may however be applicable to the Applied Studies programs; please contact the Admissions Office to discuss this further.

Credit for CLEP and DSST (formerly DAN TES) Examinations

Antioch University Los Angeles recognizes some credits earned through College-Level Examination Program (CLEP) and DAN TES Subject Standardized Tests (DSST (<http://www.getcollegetcredit.com/>)) testing. CLEP and DSST credit is only for lower division learning which is normally undertaken early in the student's academic program. Students with CLEP or DSST scores should request that score reports be sent directly to the Office of the Registrar who will determine credit eligibility.

Credit from the U.S. Armed Forces

Course work completed while in the U.S. armed forces may be eligible for transfer. In order for the course work to be considered, students must submit an original DD214 form (discharge paper) to the Office of the University Registrar, along with any other supporting documentation, certificates, or evidence of completed course work.

Remedial Courses

AULA does not accept remedial courses for transfer toward any undergraduate degree, since these generally do not represent college-level coursework. Remedial courses are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial

courses include, but are not limited to: reading and comprehension, study skills, remedial English and composition courses, plane geometry and elementary math courses below the level of intermediate algebra.

Continuing Education Units (CEU)

AULA does not accept Continuing Education Units (CEUs) for transfer. However, if learning acquired through Continuing Education is relevant to a student's degree program, she or he may be able to document the CEUs as Prior Learning. For information about the Prior Learning Program, see the Undergraduate Programs section on Prior Learning for further information.

Bachelor's Degrees Requirements

The degree requirements for all undergraduate degrees include the following:

1. Unit Requirement

To complete a BA, BS, or BAA degree, students must earn 180-200 quarter units overall. Of these a minimum of 75 units must be upper division. (Note: units earned through DSST or CLEP testing may be counted as lower division units only.)

2. Residency Requirement

Students must also earn a minimum of 45 quarter units during residency at AULA. Residency units must be AULA classes, seminars, workshops, independent studies, or internships. Prior learning units and units earned through other means such as DSST or CLEP testing do not accrue toward residency.

3. General Studies Requirement

Students must earn a minimum of six units and no more than 39 units in each of six Domains of Knowledge: communications, sciences, humanities, fine arts, social sciences, and quantitative methods. AULA provides a range of general studies courses to assist students in completing domain requirements and to help students gain knowledge and skills appropriate for the development of a liberally educated person. Note that these General Studies units may include any combination of upper and lower division coursework, and units earned at other institutions as well as at Antioch. Students must complete a minimum of 100 units of General Studies overall.

The following is a guide to the types of courses generally included in each domain:

Communications

All English and Writing Courses

Foreign Languages

Journalism

Media Studies
Speech
Linguistics
Television
Communications

Fine Arts

Visual Art (Painting and Sculpture, Performance, New Media)
Dance
Design
Film and Video
Music
Theatre Arts
Photography

Humanities

History
Literature
Philosophy
Religion
Anthropology (cultural)
Humanities
Foreign Language Literature
Ethnic Studies
Women's and Gender Studies

Quantitative Methods

Intermediate Computer Science
Advanced Computer Science
Finance
Mathematics
Research Methods
Statistics

Sciences

Anatomy
Astronomy
Biology
Health Science
Nutrition
Physical Geography
Physiology

Geology
Environmental Studies
Chemistry
Physics
Anthropology (physical)

Social Sciences

Accounting
Administration
Economics
Education
Finance
Gerontology
Human Development
Law
Management
Political Science
Psychology
Sociology
Business
Social Work
Urban Studies
Labor Studies
Library Science
Organizational Management
Public Administration
Social Services Administration
Teacher Education
Addiction Studies
Human Services
Geography (cultural)

4. Non-Classroom Learning Requirement

Students in the BA in Liberal Studies program must each complete a minimum of 6 units of learning outside of the classroom. Students in the four applied studies degree programs (BA, BS, BAA) must earn a minimum of 8 units of non-classroom learning in their major. These units can be acquired at AULA or through experiences completed previously at another institution and approved by AULA for transfer credit. The following qualify as non-classroom learning activities:

- Internships undertaken while in residence at AULA

- Internships undertaken at another institution and approved by AULA for transfer credit
- Prior Learning documented as an AULA student

For any of the activities itemized above to qualify for Non-Classroom Learning credit they must be:

- Approved in advance following the specific guidelines for Internships, and Prior Learnings. For further information, see the section below on Non-Classroom Learning
- Accompanied by a Student Learning Analysis, which reflects critically on the learning in terms of the student's understanding of the discipline or internship experience, as well as the knowledge and development gained in the experience. Additional documentation of learning is also expected, depending on the specifics of the learning activity

For further information on Internships, and Prior Learning, please see the section below, "Types of Learning."

5. Area of Concentration & Major Requirements

In the BA in Liberal Studies program, students have the option to choose an area of concentration to focus their studies. Students may select a Major Area of Concentration from the following:

- Addiction Studies
- Business and Management Studies
- Creative Writing
- Liberal Studies
- Psychology
- Urban Studies

Students can also choose a Minor Area of Concentration in any of the above specialized areas, as well as the following:

- Child Studies
- Queer Studies

For the Applied Studies degrees, students choose one of the following four majors:

- BA in Applied Arts and Media
- Bachelor of Applied Arts in Urban Communities and Justice

- BS in Applied Technology and Business Leadership
- BA in Applied Studies

For additional information about these Areas of Concentration and Majors for each of these degrees, please see the requirements section in each of these degrees.

6. Other Requirements

Educational Foundations Course

All entering undergraduate students are required to enroll in and successfully complete the Educational Foundations course (EDU 3800A) during their first quarter at AULA. The course familiarizes students with AULA's educational philosophy; trains them in using Antioch University's Gmail and Sakai online learning management system and Antioch's electronic library databases and journals; provides students with their math and writing assessments; and prepares students for the sort of critical reading and writing that will be expected of them during their enrollment.

Students who fail to complete Educational Foundations during their first quarter of enrollment will receive an 'incomplete' or a "no credit" for the course, which will result in being placed on academic probation or dismissal. Students who are not maintaining satisfactory performance or not completing requirements for this course in a timely manner may receive a 'Letter of Concern' from the instructor, spelling out what actions the student needs to take in order to earn credit for the course. (See 'Academic Policies and Procedures' section of this Catalog for more information about the Letter of Concern.) For students who have received a Letter of Concern in Educational Foundations, registration for the second quarter may be delayed until they have resumed good progress in this course.

Core Competency Assessment

During the Educational Foundations course, all students complete two assessments to determine their incoming skills in academic writing, critical thinking, and math. The writing and critical thinking assessment provides baseline information for placing the student in the academic writing course appropriate to the individual student's skill level. The math assessment identifies the student's basic skill level and any weaknesses to be addressed through required review workbooks, workshops, tutoring, or other intervention aimed at assisting the student in achieving college-level proficiency in math. Students are required to complete these assessments and fulfill the subsequent writing requirements and/or math review requirements even if they have previously met the communications and quantitative domain requirements.

Instructional Requirement

At least 50 percent of all units earned during enrollment at AULA must be evaluated by members of the AULA Core, Teaching, Affiliate, or Adjunct Faculty.

Types of Learning

Undergraduate students pursue their education through classroom learning, internships, and independent studies. They also have the opportunity to receive credit for college-level learning obtained through prior experience.

AULA's educational approach emphasizes experiential learning, which recognizes the validity of learning acquired through participation in the home, workplace, and/or community. In these settings, students often construct new knowledge when prior assumptions and understandings are challenged. Likewise, their direct experiences may challenge and enrich current bodies of scholarship. Experiential learning exercises in the classroom are also encouraged. This includes site visits, data collection, and learning activities that promote the integration of theory and practice and confer academic value on adult students' experiences.

Classroom Learning

This category includes classes, seminars, and workshops taken at AULA. These offerings taught by core, teaching, affiliate, and adjunct faculty are announced and listed in the Quarterly Schedule published prior to the student advisement and registration period each quarter.

Classes

Most undergraduate classes are upper-division courses, although a few lower division courses are provided to assist students in improving proficiency in areas such as writing and math. Most courses meet once a week for three hours and extend over a ten-week quarter. These can occur face-to-face on the AULA campus and/or via live video conference sessions via Zoom. There are sometimes opportunities for students to experience other delivery models such as five-week intensives and partially or fully-online courses to enhance scheduling flexibility.

Some undergraduate classes are cross-listed; they appear in the Quarterly Schedule with two discipline and number designations. At registration, the student selects one of the designations and applies that course to one Domain of Knowledge or to the Area of Concentration or Major. The choice determines how the class appears on the academic transcript. Students should keep in mind that the discipline designation can be changed after the add/drop period only by petition.

Seminars

Seminars offer directed independent study in a group setting, providing an opportunity to focus in depth on particular lines of inquiry. Readings are usually assigned prior to the first meeting.

Students are expected to do independent library or empirical research and writing, and to document their learning through presentations and/or papers.

Workshops

These learning opportunities allow students to become acquainted with subjects not typically present in the regular course curriculum. A one-unit workshop typically runs from 8 to 10 hours in a single day. Between 20 to 22 hours of non-classroom learning such as field work, data collection, reading and/or writing are also expected. Some workshops may require papers whereas others may require more reading or an experiential project. Incompletes are generally not allowed for workshops. Most workshops have assignments that must be completed before the class meets. Students are responsible for checking the Quarterly Schedule of Classes and syllabus posted in the AULA Undergraduate Studies Program Resources Google Site for early assignments and completing them in advance. It can be disruptive to the workshop if some students attend without having completed the prior reading. In these cases, the instructor has the right to ask the student to leave the workshop. Extra units and grade equivalents are not allowed for workshops.

Non-classroom Learning

AULA has long been recognized as an innovative pioneer in awarding credit for college-level learning accomplished outside the traditional classroom. In 1922, Antioch College established a Co-Op program that required traditional-aged students to participate in work, community service, or travel as part of their Antioch College educational experience. More recently, Antioch University, catering to returning adult students, has led the way in recognizing learning gained prior to university re-entry as potentially valid and creditable college-level learning. The recognition underlying both of these initiatives is that education must further the development of self-directed, life-long learners.

Non-classroom learning includes internships, independent studies, and prior learning. These types of learning activities are intended to supplement the classroom learning experience, not serve in lieu of classroom study. Note that prior learning and internships count toward the non-classroom learning degree requirement but the independent studies do not.

Each non-classroom learning activity is supervised by an evaluator with credentials appropriate to the topic of the study. In some cases, with the advisor's approval, an outside evaluator may be enlisted to supervise a specialized topic.

Internships

An Internship is a field-based learning activity that takes place in an applied setting (business, community organization, high school, senior center, etc.). Undergraduate internships recognize

the special circumstances of adult students by linking classroom and workplace. The program stresses an interdisciplinary perspective while combining rigorous academic standards and hands-on learning. It offers students an opportunity to expand their learning experiences, apply a range of new skills, play an instrumental role in a community organization, become an active part of the city of Los Angeles, and reflect academically about the learning process.

The Internship format offers:

- Academic credit, up to 4 quarter units per internship
- A structure of academic support for experiential learning
- A range of sites to choose from
- The opportunity to work individually or in collaborative teams
- Internship sites that match students' academic concentrations
- One-on-one guidance to develop appropriate learning objectives and to take advantage of a variety of hands-on community and professional opportunities
- A rigorous evaluation model through which future employers and/or graduate program admissions will clearly discern the scope of students' abilities

All undergraduate Internship activities at AULA are numbered 2530, 3530, or 4530 with the appropriate subject prefix. Interns are expected to demonstrate their learning by submitting an Internship Journal and a Student Learning Analysis. Unlike a course, an internship involves establishing a suitable placement, developing a proposal, and gathering approvals to be completed with the support of the Internship Program office at least six weeks before the internship begins. Detailed information - including procedures and academic standards for demonstration of learning - can be found in the Internship Program Handbook uploaded to the Internship section of the Undergraduate Studies Program Resources Google Site, together with all other forms used to set up, register and document these learning activities. Grade equivalents are not allowed for Internships.

Independent Study Projects (ISPs)

Undergraduate students may undertake self-directed reading, writing, and other learning activities based upon a learning contract they negotiate with an approved ISP faculty evaluator, whose academic expertise and credentials match the topic of study, with their advisor who must approve the selection of the evaluator as well as the proposal, and with the approval of the Independent Study Project Faculty Coordinator. Students may earn 1- 4 quarter units for an Independent Study Project. Students may earn a maximum of 20 quarter units through ISP toward their degree; under special circumstances a student may petition the Chair of

Undergraduate Studies to exceed this maximum. Independent Study proposal forms are available in the Undergraduate Studies Office and on the Undergraduate Studies Program Resources Google Site. The form must be submitted, with the signature of the evaluator, advisor, and ISP faculty coordinator during registration.

All undergraduate Independent Study learning activities at AULA are numbered 1510, 2510, 3510 or 4510 with the appropriate subject prefix. In the proposal, the ISP faculty evaluator also specifies the title of the study, the learning objectives, learning resources, learning activities, and method of demonstrating learning, as worked out in conversation with the student. The ISP must be approved by the evaluator, the student's faculty advisor, and the ISP faculty coordinator. For an activity that extends for more than one quarter, an approved Independent Study Form is required for each quarter with new learning objectives developed for each subsequent proposal. For these multi-term ISPs, the student must be evaluated each quarter. The ISP evaluator should assign the letter A, B, C, etc. to the Independent Study course number when exploring the same topic in consecutive quarters.

Prior Learning

Prior Learning refers to college-level learning that took place outside of college or university classes after high school and before enrollment at AULA. Many adult students enter AULA's program with college-level learning acquired in such diverse settings as the workplace, home, or volunteer organizations. Awarding credit for prior learning is based on the assumption that a great deal of college-level learning that takes place in adult life experience is as valid as traditional classroom learning. Prior learning is also more likely to have been applied in real-life situations, allowing for fuller understanding and longer retention of what was learned.

Prior learning credit is awarded only for demonstrated college-level learning, not for experience alone. College-level learning is defined as learning that

1. has both theoretical and practical understanding of the subject,
2. has applicability beyond the immediate context in which it was learned
3. Is acquired after high school graduation or its equivalent, and
4. falls within an area eligible for higher education as identified by academic and professional experts.

AULA strives to maintain a fair, high quality evaluation process with appropriate standards. These standards, policies, and procedures are based on the Council for Adult and Experiential Learning (CAEL) standards that are widely recognized internationally in the field of prior learning, as well as the Antioch University policy on Prior Learning.

Students can earn a maximum of 22 lower division quarter units, although limits apply for students transferring in extensive lower division units. (The total of lower division prior learning and transfer units cannot exceed 105 lower division quarter units.) Students may also earn up to 22 upper division quarter units of prior learning, for an overall maximum of 44 quarter units. Prior learning units may not duplicate units transferred to Antioch or units earned through Antioch courses or independent studies. Prior learning credits are not awarded until students complete 24 units of course and/or internship credits at AULA. In order to begin documenting any Prior Learning, students must take and complete the Prior Learning Workshop. This workshop assists students in conceptualizing prior learning, developing successful prior learning proposals, and in understanding the documentation process. Students are advised to take this workshop early in their program. Each prior learning activity requires the completion of a Prior Learning Proposal Form, which is approved by the Prior Learning Coordinator and faculty evaluator. Up to 4 lower or upper division quarter units can be requested for each prior learning activity. Upon review of the documentation, the Prior Learning Coordinator and faculty evaluator will make the final determination about the awarding of credit. Prior learning units do not count toward the Residency Requirement. For more detailed information regarding policies and procedures for Prior Learning, students should review the documents uploaded to the Prior Learning Workshop section of the Undergraduate Studies Program Resources Google Site.

Students may register for prior learning projects at any time, except not during their final quarter of enrollment. Students pay a fee for each prior learning activity. Prior learning projects may also be completed and evaluated at any point and are not tied to the quarterly schedule.

Students need to balance the time and energy spent on courses, internships and independent studies with that spent on completing documentation of Prior Learning if they intend to earn this form of academic credit. Some students find it helpful to devote an entire quarter to completing Prior Learning documentation, without registering for classes in addition. In this case, the student must register for Enrollment Maintenance

(<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus/#enrollmentmaintenancespanstatusspan>).

(<http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentstatus/#enrollmentmaintenancespanstatusspan>)

AULA is required to retain and archive all Prior Learning documentation. Students should keep copies of their Prior Learning work for their own files, as their originals will not be returned. Students who wish to transfer prior learning credit to another undergraduate program should check if the institution accepts these credits in transfer. Students should also check with any graduate programs to which they intend to apply to find out their policies regarding credit for prior learning experience. Grade equivalents are not allowed for prior learning.

Evaluation of Non-Classroom Learning

For all non-classroom learning, undergraduate students complete and submit a Student Learning Analysis (SLA) to the evaluator. AULA believes that for independent learning activities, this self-evaluation is a crucial part of the student's learning experience. The objective is to provide an opportunity for the student to participate in the evaluation process and to encourage students to be critical and reflective about their learning as they articulate and share these reflections with an academic audience.

The SLA affords students the opportunity to focus on the following: how the student met the program learning objectives as well as the learning objectives of the particular independent study, internship, or prior learning; what were most significant parts of the learning; a self-assessment on the level of learning acquired; directions for further study; insights into the larger context of the learning; and a summary of how the learning benefited the student. The SLA should be clearly written, concise, detailed, and balanced, referring both to strengths and to areas for improvement. Please note that the SLA is not a mere listing or description of tasks and activities. Other documentation such as a paper, report, and bibliography may be attached to the SLA to complete the evidence substantiating the learning. The SLA together with accompanying documentation provides the basis for the evaluator in writing the Student Learning Evaluation. Internships and Prior Learning have specific requirements for the SLA, guidelines for which may be found on the AULA Undergraduate Division Google site.

Planning the Program

During the first two weeks of enrollment, each incoming student is assigned to a faculty advisor and receives notification by email. This relationship is not only a means to assist the student in planning and completing the degree requirements; it is, more importantly, a mentoring relationship. The advisor is available for guidance in the following areas: course selection, independent studies and internships, preparation for graduate study, development of professional plans. The advisor also assists the student in setting goals, reflecting on the questions that animate the student's educational quest, and exploring the pathways to a life of meaning and purpose. The advisor reviews the student's academic progress and the quality of her or his work on a regular basis.

New students are expected to contact their assigned advisor and set up an initial advisement meeting during weeks two to four and a follow-up meeting during weeks seven and eight, which are designated as advisement weeks for planning the student's course schedule for the next quarter, in preparation for registration during weeks nine and ten. First quarter students are required to meet with their advisor before registering for the second quarter.

During the initial degree planning and follow-up advisement meetings, students work with their advisor to design a program that meets basic degree requirements. This involves determining:

- How many transfer units will be included in the undergraduate degree, based on the official Degree Audit Report (DAR)
- How many Prior Learning units the student plans to document, if applicable
- The appropriate course load per quarter based on the student's individual circumstances and needs
- How many quarters of residency at AULA are needed and the tentative target date for completing the degree
- Which initial writing course is required as determined by assessment
- What workbook review, if any, is required in math, as determined by assessment
- How the various degree requirements will be met
- Which Major Area of Concentration is appropriate to the Liberal Studies student's educational goals and which core courses are needed to build a strong foundation
- Which major requirements are fulfilled and which still need to be earned
- How to plan the program to meet graduate school requirements, if applicable

These basic program planning discussions are initiated in the first quarter of enrollment with follow up during subsequent quarterly advisement meetings. Many students find it useful to construct a timetable of study indicating when they expect to fulfill course requirements.

Early in the program and prior to candidacy for graduation, students should be sure to do the following:

- Attend the Prior Learning Workshop at an early point in the program, if the student intends to incorporate prior learning into his or her program. Make sure that Prior Learning proposals are filed with the Registrar with final approval signatures of the Prior Learning Coordinator and the evaluator
- For Liberal Studies students, design the Major Area of Concentration during the first or second quarter of residency. Students cannot declare a specialized concentration after candidacy review begins during the student's penultimate quarter
- Ensure that units of credit transferred to AULA from other institutions are evaluated and accepted by the Office of the Registrar early in the degree program. It is not possible to accept additional transfer credit during candidacy preparations or the actual candidacy review

- Track progress toward completing degree requirements from their earliest quarters in the program by reviewing their Degree Audit Report with their advisor each quarter prior to registering for classes

Fast Track Programs

At Antioch University Los Angeles, our undergraduate students can "fast track" into our graduate programs during their final terms of study, if they apply and are accepted into one of the graduate programs. Our Fast Track options allow undergraduate students to begin a master's program while simultaneously completing a bachelor's degree. Undergraduate students enrolled in our Fast Track programs may apply the units earned during their first term of their master's program toward their completion of their bachelor's degree - reducing the time and cost of their undergraduate degree.

Preparation for Graduate Study

The qualities of mind cultivated by this curriculum prepare students for career advancement and for pursuing lives of meaning and purpose, as well as for further study at the graduate level. Historically a significant percentage of AULA's graduates attend and complete graduate school, including, in recent years, Alliant International University, Boston University, Brandeis, the California State Universities, Claremont Graduate School, Columbia, Harvard University, Harvard Divinity School, Loyola Law School, Pacifica University, Rutgers Law, Southwestern School of Law, University of California Berkeley, University of California Los Angeles, University of Chicago, University of Nebraska, University of New Mexico School of Law, University of Southern California, University of Minnesota, and Yale, as well as graduate programs at Antioch University Los Angeles and other Antioch University campuses.

Students intending to pursue graduate study should contact graduate schools early in their undergraduate enrollment to find out the admission requirements so that they can tailor their undergraduate study accordingly. Students interested in attending a particular graduate program outside of AULA should be sure to investigate that school's policy on accepting undergraduate credit for Prior Learning in order to make appropriate choices about incorporating Prior Learning into their programs of study. They should also find out whether the school accepts narrative evaluations in place of grades and a grade point average. If the school does not accept narrative evaluations, the student should request for the letter grade equivalents to be displayed on the final evaluation from each instructor at AULA.

Fast Track and Advanced Standing

Antioch University Los Angeles offers undergraduate students several Fast Track Programs and Advanced Standing Status.

Fast Track Programs

Through the AULA Fast Track Programs, undergraduate students are able to take graduate courses that will apply toward both the student's current bachelor's degree as well as a future master's degree. Depending on the program, these units typically can satisfy up to a quarter's or semester's worth of graduate degree requirements. Undergraduate students should consult with their Academic Advisors in evaluation their suitability and eligibility for a Fast Track program. In addition, students must gain approval from the Undergraduate Studies Co-Chair to become a fast-track candidate prior to applying for the graduate program

BA-MAP Fast Track

Undergraduate students enrolled in an Undergraduate Studies degree program may, with faculty approval, apply as a fast track candidate for the Master of Arts in Clinical Psychology (MAP) Program. The undergraduate to MAP fast track is a single integrated program that saves qualified students significant time and money when progressing from undergraduate to graduate studies. A student must gain approval from both the Undergraduate Studies and MAP program chairs to become a fast track candidate.

Provisionally accepted fast track candidates will enroll in the required 9-12 quarter unit cohort curriculum for entering MAP students. Students may complete these courses in either one quarter if attending full time or in two quarters if attending less than full time. Once successfully completed, these 9-12 units will represent completion of the student's undergraduate degree. These same units will also apply toward the single integrated MAP degree, per Board of Behavioral Sciences (BBS) requirements.

Students on academic or any other type of probation are not eligible for the Fast Track program.

If a student who is opting for the Fast Track from undergraduate to MAP is also receiving Title IV aid, the student would be eligible for only graduate level aid. Once the student begins their graduate program, they are considered a graduate student both for academic and financial purposes.

Fast Track Requirements

In order to be eligible for the fast track, students must meet all of the criteria listed on the Undergraduate-MAP Fast Track checklist, including the following:

- send a brief email to: BA.PSY.AULA@antioch.edu by Week 4 two quarters prior to the intended Fast Track quarter, notifying the Psychology Fast Track Team of the intent to engage the Fast Track option. Acceptance into the Fast Track process is dependent on the approval of the Fast Track Team.

- complete at least 33 units needed toward the 45 units Residency Requirement in the Undergraduate Studies Programs;
- complete all non-classroom learning and Domain requirements, with the possible exception of the Social Science domain;
- complete all math and writing requirements;
- take at least 15 units of Psychology (PSY) and/or Addiction Studies (ADS) courses prior to completing the Fast Track Intent form.
- complete the Fast Track Intent form no later than Monday of week 4 in the quarter preceding the intended Fast Track quarter.
- have 9-12 quarter units remaining to complete the undergraduate degree;
- complete all DSST/CLEP tests in advance of the quarter before the intended Fast Track quarter;
- register for all prior learning units in advance of the quarter before the intended Fast Track quarter;
- for BA in Liberal Studies students, complete all area of concentration units, with the exception of up to 12 remaining Psychology Concentration units (if they have declared a major area of concentration).

Additionally, Fast Track applicants must understand that...

- in order to qualify for the undergraduate to MAP Fast Track program, a student in an AULA undergraduate program must officially apply through the AULA Admissions Office (and follow all of the AULA Admissions Office application guidelines) and be provisionally accepted into the MAP program;
- they will be following regular Admissions deadlines and procedures, as outlined by the MAP Program. It is the student's responsibility to meet all admissions deadlines and requirements;
- all MAP Fast Track students will be required to take the following courses to fulfill the initial 12 units*
 - Society and the Individual - 3 units
 - Personality I - 3 units
 - Assessment of Psychopathology - 3 units
 - Contemporary Aging - 2 units
 - An elective workshop - 1 unit

BA-MFA in Creative Writing Fast Track

An AULA BA in Liberal Studies student may elect to become a Fast Track candidate, apply to the AULA MFA in Creative Writing low-residency program and, if accepted, have their first semester in the MFA count toward completion of both the undergraduate degree and the MFA in

Creative Writing degree. The MFA Fast Track is a single integrated program that saves qualified students significant time and money when progressing from undergraduate to graduate studies.

As a highly competitive, nationally recognized program, acceptance into the MFA program is not automatic and dependent on the quality of the student's creative work and the MFA program's selective admissions criteria. Students on academic or any other type of probation are not eligible for the Fast Track.

Fast Track Requirements

In order to qualify for the fast track in the MFA Program, a student in the AULA BA in Liberal Studies program must:

- Have Creative Writing as Major area of concentration.
- Have completed at least 27 units needed toward the 45 units Residency Requirement in the AULA BA in Liberal Studies Program.
- Apply and be provisionally accepted into the MFA program. A faculty advisor will guide the student on the appropriate time to apply.
- Have 18 quarter units remaining to complete the BA degree. Anything less than that will render the student ineligible. It is highly recommended that, if accepted into the MFA, with the assistance of their undergraduate advisor, they plan to have a gap quarter prior to beginning the MFA.
- At the time of applying, have no less than 18 units remaining and no more than 30 units remaining to complete their degree.
- Have completed all non-classroom learning, domain requirements and math and academic writing requirements.
- Complete the BA course requirements of MFA fast track candidates. A form will be available detailing these requirements.
- Have all prior learning units registered, completed and submitted no later than 2 quarters before the Fast-Track Semester.
- Have completed a minimum of 22 BA Creative Writing concentration units.
- Have taken ENG 4900A Advanced Multi-Genre Workshop twice-- 6 units minimum (it is strongly recommended students take this class EVERY QUARTER as MFA preparation.)
- Ensure that any DSST/CLEP tests be registered for and completed no later than 2 quarters before the Fast Track semester.
- Take no more than 12 units in their final BA quarter prior to the MFA residency. This particularly applies to those students who are directly transitioning from the BA to MFA, without a gap quarter off (as mentioned above, the gap quarter is highly recommended.)
- If there is a gap quarter between the student's final BA quarter and their first MFA residency, the student will go on Leave of Absence.

- Enroll in the required 12 semester-unit core curriculum for the first semester MFA students. This consists of a ten-day on-campus residency, comprising classes, workshops, and readings, followed by a five month online project period during which students work with Faculty Mentors, conference online with fellow students and write in their home communities. If they successfully complete those units, students earn 12 semester units that can be applied toward the MFA degree and 18 quarter units that are counted toward completion of their BA degree and Creative Writing concentration requirements. Until they complete these 12 units and graduate from the BA in Liberal Studies program, fast-track students are only provisionally accepted into the MFA program.

Additionally, Fast Track applicants must understand that...

- Even if accepted into the MFA Program, and even if they have completed the first residency, if the Fast-Track student receives any NC or INC in their final BA quarter, they will be automatically withdrawn from the MFA Program. BA students cannot reapply to the Fast Track in this case or if they fail to complete the first MFA semester.
- If a Fast Track student does not successfully complete the first MFA semester, they will still have 18 remaining BA units to complete their undergraduate degree. They will no longer be an MFA in Creative Writing student, and would need to reapply as a regular applicant upon graduation from the BA program.
- BA Creative Writing faculty are not involved in the selection process and cannot guarantee acceptance into the MFA.
- In order to qualify for the BA/MFA Fast Track program, a student in the AULA BA program must officially apply through the AULA Admissions Office (and follow all of the AULA Admissions Office application guidelines) and be provisionally accepted into the MFA program;
- They must follow regular Admissions deadlines and procedures, as outlined by the MFA program. MFA applications are due twice a year, August 15 and February 15, with special deadlines for priority applications. Students should refer to the MFA deadlines link at <http://www.antiochla.edu/academics/mfa-creative-writing/admissions-process/> (<https://www.antioch.edu/los-angeles/degrees-programs/creative-writing-communication-studies/creative-writing-mfa/>) and consult with the Admissions department . It is the student's responsibility to meet all admissions deadlines and requirements.
- Students should consult with Financial Aid prior to applying to determine impact on Financial Aid.

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, poetry, and young people are offered as primary genres for study, and literary translation is offered as a secondary genre for study. There are three options for completing the MFA degree:

- 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 mastery 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.

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 Orientations, Parts I & II
New Student Orientation of Online Resources
Arts, Culture and Society I: The Writer at Work: The Writer as Literary Citizen

Arts, Culture and Society II: Unbuild the Wall: Self, Society & Writing Antiracism
[Orientation to the MFA Field Study]
[Writers at Work]
Reading Like a Writer
Mentor panel and selection
Writing Workshop
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 1:

Monthly submission of creative work to mentor
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)]
Writing Workshop
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 Workshop
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:

Submission of Critical Paper to MFA Program Office
How to Prepare and Teach a 20-Minute Presentation/Orientation to the Final Term
Mentor panel and selection
Writing Workshop
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 4:

Performance workshop for graduating students
Preparation of the Final Manuscript
Preparation of graduating student presentation and public reading
Selected reading and written annotations
Preparation of 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:

Submission of final manuscript to MFA Program Office
Submission of cumulative annotated bibliography to MFA Program Office
Writing Workshop
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 his/her/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 his/her/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

- 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, and all genres offered by the AUSB program are each calculated as "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
- Prose (primary) and Writing for the Screen / Playwriting (secondary): 75 pages of primary genre, 25 pages of secondary genre
- Poetry (primary) and Writing for the Screen / Playwriting (secondary): 30 pages of poems, 25 pages of dramatic writing
- Writing for the Screen / Playwriting (primary) and Prose (secondary): 75 pages of primary genre, 25 pages of secondary genre
- Writing for the Screen / Playwriting (primary) and Poetry (secondary): 75 pages of dramatic writing, 10 pages of poems

Genre	Total Page Count	Primary Genre Page Count	Secondary Genre Page Count
Mixed Concentration (Genre Jump): all prose, including writing for the screen and playwriting	100	75	25
Mixed Concentration (Genre Jump): poetry + prose, including writing for the screen and playwriting	55	30 poetry	25 prose
Mixed Concentration (Genre Jump): prose + poetry	85	75 prose	10 poetry

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

Genre	Total Page Count	Primary Genre Page Count	Secondary Genre Page Count
Dual Concentration: all prose, including writing for the screen and playwriting	125	75	50
Dual Concentration: poetry + prose, including writing for the screen and playwriting	80	30 poetry	50 prose
Dual concentration: prose, including writing for the screen and playwriting + poetry	95	75 prose	20 poetry

Current Tuition and Fees

[University Tuition and Fees](#)

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;
- Teaching Academic Writing seminar;
- Post-MFA Workshop;

- Attendance of all seminars, presentations, or panels dealing with creative writing pedagogy;
- At least three additional residency learning activities (seminars, presentations, panels, etc.)

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:

- Participate in supervised teaching of creative writing, coordinated with the assistance of Post-MFA faculty. This includes negotiating and fulfilling a Supervised Teaching Contract with an approved on-site supervising instructor in the student's home region;
- Read widely in the pedagogy of creative writing and provide written annotations of books read;
- Participate in an online discussion on creative writing pedagogy, supervised by Post-MFA faculty; and
- Write a paper on some aspect of creative writing pedagogy, supervised by Post-MFA faculty.

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:

- Present a lecture related to the teaching of creative writing with fellow certificate students;
- Submit the Pedagogy Paper, plus an annotated bibliography of readings in the pedagogy of creative writing.

Current Tuition and Fees

[University Tuition and Fees](#)

Applied Community Psychology, Certificate

Certificate in Applied Community Psychology

Location: AU Los Angeles

Credits for Degree: 20 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The 20-unit Certificate in Applied Community Psychology (ACP) can be completed in five quarters over 15 consecutive months. Participants conduct all of their coursework on the AULA campus, taking classes alongside master's in Psychology students.

The Certificate in Applied Community Psychology program was designed for individuals who have earned a bachelor's degree (or higher) and are interested in engaging in community work. Students may enter the program during any quarter.

Through class projects and field study opportunities, students acquire valuable skills and hands-on experience in program development and evaluation; prevention and promotion; community consultation and collaboration; and workshop and in-service development. Students round out their program of study with elective workshops, or may elect to participate in additional field study experiences.

Current Tuition and Fees

[University Tuition and Fees](#)

Required Coursework

- PSY-5450A: Community Psychology Theories and Methods
- 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
- PSY-5120B: Field Study in Applied Community Psychology

3 quarter units in ACP Electives

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: Classroom and low-residency

Standard time to completion: 48 months

Program Overview

The Addiction and Recovery (A+R) Clinical Psychology Specialization consists of 17 units 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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 units 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: Classroom

Standard time to completion: 48 months

Program Overview

The Applied Community Psychology (ACP) Specialization consists of 17 units 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

Current Tuition and Fees

[University Tuition and Fees](#)

ACP Specialization Requirements:

- 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

- PSY-5120B: Field Study in Applied Community Psychology

3 units 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: Classroom

Standard time to completion: 48 months

Program Overview

The Child Studies (CS) Specialization consists of 17 units 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
- Offers CS core classes on Thursday evenings and CS workshops on Fridays

Current Tuition and Fees

[University Tuition and Fees](#)

CS Specialization Requirements:

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

3 units 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: Classroom and low-residency

Standard time to completion: 48 months

Program Overview

The General Practice Specialization (GP) consists of 17 units 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, short-term overseas courses, LPCC, and additional clinical skills courses.

Current Tuition and Fees

[University Tuition and Fees](#)

Options for the General Practice Specialization:

- Additional Clinical Skills Courses
- Specialization courses from a variety of different specializations
- Extra Clinical Practicum hours

3 units in GP Electives

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: Classroom

Standard time to completion: 48 months

Program Overview

The LGBT Clinical Psychology Specialization consists of 17 units 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
- Offers LGBT core classes on Tuesdays and LGBT workshops on Fridays or Sundays

Current Tuition and Fees

[University Tuition and Fees](#)

LGBT Specialization Requirements:

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

Total of 3 LGBT Specialization elective units:

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

LGBT Identity Workshop - Choose At Least One:

- PSY-5930X: Contemporary Mental Health with Queer Women
- PSY-5932: Lesbian Love, Identity, Sexuality Working with Clients
- PSY-5931: Intersex Clients Biomedical, Ethical and Psychological Considerations
- 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-5190K: Gay Male Identity Sex, Love, Intimacy, & Other Clinical & Community Issues
- PSY-5255: Black Male Studies

Clinical Psychology, MA

MA in Clinical Psychology

Location: AU Los Angeles

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Classroom

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 units with a minimal completion time of 8 full time quarters.

The MA Program in Clinical Psychology (MAP):

- Prepares students for MFT licensure in California
- With some additional coursework, prepares students for licensure as Licensed Professional Clinical Counselors 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.

Current Tuition and Fees

[University Tuition and Fees](#)

MAP Degree Requirements

Core Curriculum 19 Units

- PSY-5450: Society and the Individual

- 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

Professional Clinical Issues 22 Units

- 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-5720P: Domestic Violence Child, Intimate Partner, and Elder

Clinical Skill Development 14 Units

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

Advanced Clinical Skills 2 Units

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

- PSY-5090: Brief 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

Students must complete two quarters of Personal Psychotherapy of 12 weekly sessions. These completed quarters are listed on a student's transcript as "Completed Transcript Requirement."

Specialization Coursework 17 Units

- 14 units of Specialization Core Coursework
- 3 units of Specialization Electives

Clinical Training 9-18 Units

- PSY-5000: Clinical Training Orientation
- PSY-5000AA: Clinical Readiness
- PSY-6200: Applied Psychotherapeutic Techniques (A, B or C)
- PSY-6210: Clinical Practicum

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.

Total Units in Degree 90 Units (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.

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

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, as explained in the MPIC section of this catalog.

- PSY-5090: Brief Therapy
- PSY-5060E: Career Development I: Theories
- PSY-5060F: Career Development II Application & Techniques

- 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, Marriage and Family Therapy, with Professional Clinical Counselor, MA

MA in Clinical Psychology: Marriage and Family Therapy, Professional Clinical Counselor

Location: AU Los Angeles

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 48 months

Program Overview

In 2009, the Board of Behavioral Sciences in California differentiated Marriage and Family Therapy (MFT) from Professional Clinical Counseling (PCC) as two distinct licenses that were available to mental health professionals at the master's level. As such, Antioch University developed the opportunity for students in the MAP-Clinical program who designated the General Practice specialization to take coursework in their general practice elective coursework that would make them eligible for the PCC license in California.

The profession of counseling, governed by the American Counseling Association (ACA), holds a theoretical framework that is slightly different than that of marriage and family therapy. Historically, marriage and family therapists were trained in a diagnosis, medical-focused model (often trained to work in hospitals and clinics), whereas counselors were trained in a developmental, normative-stress model (often trained to work in schools and college counseling centers for people undergoing normative life stressors). After World War II, many counselors and therapists were trained and hired interchangeably to work with the massive increase of individuals needing a wide variety of services, including vocational guidance and job placement as well as comprehensive psychological treatment to aid in their suffering of PTSD symptoms. Thus, MFTs and PCCs are now often working in many of the same locations, although their scope of practice and theoretical framework of training are different. Specifically, PCCs often are focused on:

1. normative development across the lifespan (e.g. development throughout adulthood and midlife) at the master's level; and,
2. career counseling theory and career-focused assessment techniques (e.g., development throughout adulthood and midlife) at the master's level.

Current Tuition and Fees

[University Tuition and Fees](#)

Gateway Course for the PCC Track:

- PSY-5010A: Process of Interpersonal Psychotherapy I This is a co-requisite for PSY 5060E, meaning that students can take PSY 5010A and PSY 5060E concurrently.

13 Units LPCC Track

Students can take PSY 5090 as their clinical skills elective (which can also fulfill one of their core course requirements).

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

The Professional Development Coursework Option

All courses offered in the graduate psychology program are designed to broaden and deepen the knowledge and skills necessary to provide psychological services at the highest professional level. Successful completion of any course in the department will increase skills and/or professional knowledge on the part of the student. Given this, in addition to their specialization(s), most students should consider adding the Professional Development Coursework Option (PDC) to their degree program. The PDC allows students to take additional theoretical, application, social justice, and reflective practice courses as part of their degree program. Doing so will increase both professional skills and employment readiness. Students must consult with their adviser and plan carefully when considering any PDC courses to ensure they are not overburdened during their studies.

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: Classroom

Standard time to completion: 48 months

Program Overview

The Psychology of Trauma Studies Specialization (PTS) consists of 17 units 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.
- Offers core PTS classes on Tuesday evenings and PTS elective workshops on Fridays and/or Sundays.

Current Tuition and Fees

[University Tuition and Fees](#)

PTS Specialization Requirements

- PSY-5710: Traumatic Grief and Loss

- PSY-5711: Disasters Mass Violence and Psychological 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 units of PTS electives

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: Classroom

Standard time to completion: 48 months

Program Overview

The Spiritual and Depth Psychology Specialization (SDP) consists of 17 units 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
- Offers SDP core classes on a weeknight and workshops normally on Sundays

Current Tuition and Fees

[University Tuition and Fees](#)

SDP Specialization Requirements:

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

3 units 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.

Psychological Studies, MA

MA in Psychological Studies

Location: AU Los Angeles

Credits for Degree: 48 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 24 months

Program Overview

The Master of Arts in Psychological Studies (MAPS) program is a 48-unit program uniquely designed for students who:

- are interested in non-clinical, master's-level training in applied psychology (e.g., research, program evaluation) at the master's level.
- want a more theory-focused master's program in psychology
- are interested in pursuing licensure at the doctoral level and therefore do not wish to pursue clinical training opportunities at the master's level (in part because hours accrued at the master's level will not count toward hours needed for doctoral level licensure unless supervised by a doctoral level psychologist).

Mission & Goals

The M.A. in Psychological studies program has identified the following program learning goals:

- Provides students with the opportunity to learn about psychological research and the science of clinical psychology through the lens of Antioch's social justice philosophy.
- Allows design of specialized programs as a foundation for doctoral study.
- Offers opportunities to learn about applied clinical psychology for individuals interested in pursuing doctoral level licensure as a psychologists.
- Provides opportunities to design, implement, and evaluate an original, introductory-level research projects (reflecting each student's personal interests, ideals, values, and career paths) with feedback from instructors and colleagues.
- Fosters creativity and innovation in psychology and society.

Psychological Studies Degree Program

- 48 units of coursework, one year minimum residency (minimum 4-quarters full time).

- 12 units per quarter, including summer, for those who want to be finished in one year and apply to a doctoral program. Students may complete the program part-time, but must consult with the Program Director to prepare a degree completion plan.

The Psychological Studies Program consists of the following components:

Current Tuition and Fees

[University Tuition and Fees](#)

Core Coursework (18 Units):

- PSY-5361: Research Methods for a Diverse Society
- PSY-5410F: Assessment of Psychopathology (90)
- PSY-5010D: History and Systems of Psychology
- PSY-5450E: Program Development and Evaluation
- PSY-5450CC: Grantsmanship for Non-Profits

Contemporary Psychology Emphasis Coursework (18 Units)

Students in the program work in conjunction with the Program Director and their Academic Advisor to construct their emphasis coursework based on their interests in the field of psychology and career goals. Students may take courses in MA Psychology Department and also have the opportunity to develop independent studies in consultation with program faculty.

Thesis Units and Proseminar

As part of the Master of Arts in Psychological Studies program, students will be required to enroll in a proseminar at the same time that they register for their thesis project. All students must complete 8 units of thesis over three quarters of residency. The final product of the thesis work is a publication-ready research article to be submitted for publication review. These units must be taken in the students' final three quarters prior to graduation:

- 1st Quarter of Thesis: Thesis Design, Project Literature Review, ends in Thesis Proposal (2 quarter units)
- 2nd Quarter of Thesis: Thesis Implementation; if research project, data collection; if workshop or consultation, implementation, ends in methods or project data (3 quarter units)
- 3rd Quarter of Thesis: Completion data analysis and publication-ready document. (3 quarter units)

In addition, all MAPS students enroll in a proseminar at the same time that they enroll in thesis units. This seminar-style course meets five times throughout the course of each quarter. The

proseminar gives students an opportunity to discuss their projects, to attend research colloquia at AULA or in their communities relative to their topic, and to have guest speakers come and discuss information related to doctoral programs entry, research methodologies, and/or careers paths related to non-licensure psychology.

Professional Development Coursework (PDC)

Like the MAP program, students are able to enroll in Professional Development Coursework (PDC) if they wish to exceed the required number of units (48) units in their degree program. Psychological studies students are able to take 1-12 units over their 48 unit curriculum but cannot add this post- candidacy (e.g., students enrolling in PDC must add this coursework to their degree program before they advance to candidacy for the Master of Arts degree). A student would need to meet with and have a conversation with an advisor about such further study, prior to submitting the form for it to the Office of Integrated Student Services (ISS).

Students who do not complete their thesis program after the 8-unit sequence must enroll in Thesis Completion Status, which is a zero unit registration that allows the student continued consultation with the student's thesis advisor. PDC units cannot be used for thesis completion purposes.

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. New students who are interested in a non-clinical degree should review the Master of Arts in Psychological Studies degree.

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.

Current Tuition and Fees

[University Tuition and Fees](#)

MPIC Degree Requirements

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

Core Curriculum (20 units)

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

Breadth Requirement (9 units)

Students take 9 units 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 units)

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

Masters Document (4-12 units)

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

Elective Units (4-12 units)

Total Units in Degree 60 units

(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 Masters Document (PSY 5990). The MPIC Masters Document may take a number of forms, including:

- a Masters 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 Masters 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.

Forms of the Master's Document

1. Thesis as Master's Document

Some doctoral programs might be interested in seeing that a student has completed a master's thesis when considering the student for admission. If the MPIC student chooses to write a traditional Masters 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 devises a way to investigate it. The thesis topic is usually chosen to further the student's professional or career interests. The final thesis includes a review of relevant literature, followed by the student's original work or theorizing on the problem of choice. Theses may be theoretical, or may involve carrying out original, empirical research. Expectations for the scope and length of a Masters 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 units)

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 and Dual Concentration (students who are not transferring into MPIC don't need to complete this form until later)
- 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 files 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 Masters 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.

Applied Arts and Media, BA

BA in Applied Arts and Media

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The Applied Arts & Media major focuses on preparing students to use arts in today's media-rich environment. It gives students the opportunity to engage in art and media-making while looking at these forms as practical professional skills. Students completing this degree have a historical perspective as well as employable skills within the arts and communications fields.

Additional Program Requirements:

- 27 units of lower division transfer units in a cohesive area, and
- 27 units of upper division at Antioch that include the 9 units of core courses,
- 9 units of Applied Studies Seminars,
- 1 unit of APS Seminar Capstone, plus
- 8 units of upper division non-classroom learning in the major field of study.

Degree-specific learning objectives

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 critical analytical abilities
- Articulate the way professionals' use of art and media has evolved and impacts marketing and communications

Current Tuition and Fees

[University Tuition and Fees](#)

Major Requirements

All requirements for Applied Studies majors as listed above. The 9 quarter units of professional core curriculum in the major area of study may be selected from the following:

- ART-3100: Sources of Creativity Theory and Process
- ART-3180: Parallel Worlds Renaissance to Modern Art Europe & the Americas
- ART-3240: Contemporary View of Prehistoric to Gothic Art
- ART-3270: Los Angeles Art Now! Special Topics
- ART-3400: Pictures From Light Understanding Photography
- BUS-3200: Non-Profit Management
- BUS-3250: The Business of Social Change
- BUS-3550: Principles of Marketing
- BUS-3570: Interpersonal Communication in The Workplace
- BUS-3390: Non-Profit Advancement
- BUS-3400.LA: Nonprofit Program Design and Evaluation
- BUS-4050: Psychology of Leadership
- CIN-3040: Transforming Literature Into Film Women Novelists and the Male Cinematic Gaze
- CIN-3140: Cinematic Los Angeles
- CIN-3710: From Book to Screen Strategies for Moving From Written to Visual Texts
- CIN-3920B: Documentary Film & the American Psyche
- COM-3030: Media Literacy in the Information Age
- COM-3230: Social Media
- COM-4010: Participatory Media
- ENG-3290: The Art of Screenwriting
- ENG-3450: Writing for Social Change
- FIL-3290: The Art of Screenwriting
- SOC-3030A: Media Literacy in the Information Age
- SOC-3480A: Gay & Lesbian History Through Documentary Film
- THE-3900: Do You Hear What I Hear? What Our Voices Reveal
- ART-3220.LA: Feminist Art a Revolution in Creative Practice

Note:

ART 4010 is cross-listed with HUM 4010 ; and COM 4010 with SOC 4010.

Applied Studies, BA

BA in Applied Studies

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

This Applied Studies major gives students with technical training in a discrete area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing their liberal learning perspective. 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 while fostering their ability to consider social and ethical issues and to problem solve. Applied Studies students will 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.

Additional Program Requirements:

- 27 units of lower division transfer units in a cohesive area, and
- 27 units of upper division at Antioch that include the 9 units of core courses,
- 9 units of Applied Studies Seminars,
- 1 unit of APS Seminar Capstone, plus
- 8 units of upper division non-classroom learning in the major field of study.

Degree-specific learning objectives

Students completing the BA in Applied Studies degree demonstrate the ability to:

- Use career, technical, and occupational skills in a professional context while thinking critically about obstacles and their solutions
- Communicate effectively while exhibiting leadership, and interpersonal skills that promote professional and personal development
- Consider problems in their field from multiple perspectives and offer strategies for problem solving in that professional context

Current Tuition and Fees

Major Requirements

All requirements for Applied Studies majors as listed above. The 9 quarter units of professional core curriculum in the major area of study may be selected from the following:

- BUS-3200: Non-Profit Management
- BUS-3250: The Business of Social Change
- BUS-3390: Non-Profit Advancement
- BUS-3400.LA: Nonprofit Program Design and Evaluation
- BUS-3550: Principles of Marketing
- BUS-3560.LA: Case Studies in Business Ethics
- BUS-3570: Interpersonal Communication in The Workplace
- BUS-3760: Sustainable Business Practices
- BUS-3830A: The Psychology of Consumer Behavior Why We Buy
- BUS-4010: Foundations of Business Practice
- BUS-4050: Psychology of Leadership
- BUS-4310: Social and Ethical Issues in Management
- COM-3600: Business Communications
- PSY-3860A: Systems & Systems Thinking
- URB-3270: Toolkit for Community Leaders

Note:

BUS 4050 is cross-listed with PSY 4050; and, PSY 3860A with SCI 3860.

Applied Technology and Business Leadership, BS

BS in Applied Tech & Business Leadership

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

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 they can apply to their own particular professional area. Because it is an Antioch degree, emphasis is placed on understanding how business and organizations can benefit from a social lens and considering ethical implications in a practical framework.

Degree-specific learning objectives

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, always keeping in mind the social responsibilities of business practices
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

Current Tuition and Fees

[University Tuition and Fees](#)

Major Requirements

All requirements for Applied Studies majors as listed above. The 9 quarter units of professional core curriculum in the major area of study may be selected from the following:

- BUS-3200: Non-Profit Management
- BUS-3250: The Business of Social Change

- BUS-3550: Principles of Marketing
- BUS-3570: Interpersonal Communication in The Workplace
- BUS-3620: Management in the Multicultural Workplace
- BUS-3810A: Mathematical Thinking Personal Financial Management
- BUS-4050: Psychology of Leadership
- BUS-4310: Social and Ethical Issues in Management
- COM-3600: Business Communications
- CSC-3010: Immersive Full Stack Web Development

BA Liberal Studies, 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

Program Overview

The BA in Liberal Studies Program uses an interdisciplinary approach toward learning and emphasizes critical thinking, creative problem-solving, awareness of multiple perspectives, social and intercultural awareness, civic and community engagement, and an ability to connect learning to one's lived experience. The Liberal Studies program is particularly structured to give students flexibility while designing their path to a meaningful degree. For this degree program, students can transfer in units from across a wide range of general education 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 can choose an area of concentration to focus their studies. Students select a Major Area of Concentration from the following:

- Addiction Studies Concentration
- Business and Management Studies Concentration
- Creative Writing Concentration
- Dual Areas of Concentration
- Individualized Concentration
- Liberal Studies
- Psychology Concentration
- Urban Studies Concentration

Students can also choose a Minor Area of Concentration in any of the above specialized areas, as well as the following:

- Child Studies Concentration
- Queer Studies Concentration

Areas of Concentration

Students must complete a minimum of 40 units and a maximum of 80 units in a Major Area of Concentration. The BA in Liberal Studies Program currently offers six Major Areas of Concentration with a wide variety of core courses, electives, internships, and independent study opportunities for each.

Note that units counted toward an Area of Concentration cannot be used to meet the domains of knowledge requirements and vice versa.

Students may also opt for a Minor Area of Concentration in any of the above-listed specialized Major Areas of Concentration. To earn a Minor Area of Concentration, a student must accrue at least 20 units in the concentration.

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 units in the student's chosen Major or Minor Area of Concentration be upper division. Students who are not able to accrue 20 upper-division units in one of the specialized Major Areas of Concentration should opt for Liberal Studies as their Major Area of Concentration. Students are also strongly advised to take as many of the core courses in the specialized Major Area of Concentration, as listed in this catalog and as identified on the quarterly course schedule. Students who take the recommended core courses acquire a strong foundation in their chosen discipline.

The student should choose and declare the Major Area of Concentration in the first two quarters of enrollment and work closely with his or her 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 a specialized Major Area of Concentration by the time of candidacy review, the Major Area of Concentration will be designated as Liberal Studies.

Liberal Studies: Major Area of Concentration

The Liberal Studies concentration allows students considerable freedom in designing their educational program and encourages students to be active agents in defining the parameters of their concentration. To this end, there are no set core courses for the Liberal Studies concentration. Each student, with an advisor, has maximum flexibility in shaping her or his course of study and meeting individual learning objectives. The Program recommends that students earn all 180-200 quarter units across a broad array of disciplines with 9-15 quarter units in each of the six Domains of Knowledge but no more than 39 units in any single Domain. The program faculty also recommends that students strive for a balance of upper and lower division learning in establishing their degree plans.

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

Non-Classroom Learning

The faculty recommends that students supplement their course work with an internship in a setting that acquaints students with the work of community organizations or professional fields in which they are thinking of focusing their careers. In addition, independent studies provide opportunities for students to pursue new learning in specialized areas of interest in self-directed individual or collaborative projects under the guidance of faculty mentors. The prior learning activity 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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: Classroom

Standard time to completion: 36 months

Program Description

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, experiential learning, and a broad liberal arts education, students engaged in the Addiction Studies Concentration will gain a critical understanding of addiction, its treatment, its individual, social and community impact, and the personal and professional ethical concerns of working in the addiction treatment profession.

Curriculum:

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, sciences, philosophy, quantitative studies, history and sociology, in order to gain additional understanding of the diverse complexities that underlie the challenges of addiction.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Students work with their advisors to build a concentration that includes recommended core courses as well as elective units, based upon their further educational and career goals

Non-Classroom Learning

The Addiction Studies Concentration has established relationships with numerous human service organizations, clinical settings, and social advocacy groups in the Los Angeles area. It is recommended that learners in the Addiction Studies Concentration take at least 6 quarter units of internship/fieldwork in one of the placement sites in order to gain firsthand experience and have an opportunity to apply classroom learning in established work environments.

Additionally, the faculty works individually with learners to develop and design specialized topics of independent study that can be counted toward completion of the Concentration.

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: Classroom

Standard time to completion: 36 months

Program Description

Business professionals must meet the challenge of understanding the complex technological, social, political, ethical, and ecological issues in the global economy. Critical thinking and problem-solving skills in broad interdisciplinary frameworks are essential. Diversity in the workforce, economic and environmental sustainability, the role of capital in the global economy, the role of information and technology are among the pressing issues addressed in the curriculum. AULA's Business and Management Studies Concentration (BMS) is designed to help students develop the knowledge to succeed in and critique the professions they will enter and lead. 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 non-profit organizations.

BMS provides two emphasis options to tailor the degree in this concentration: Nonprofit Studies and Social Entrepreneurship. The courses on social entrepreneurship and nonprofit management highlight the potential for business to contribute to the work of social change. BMS students examine the strategies of nongovernmental organizations and nonprofits, the individuals and organizations that foster entrepreneurial change in the social sector and the innovative business practices that affect positive social outcomes.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

The BMS concentration offers the option of an Emphasis (Nonprofit Studies, Social Entrepreneurship) within the concentration. Students choosing to do so should take a minimum of 15 units of the following core courses in the area to complete the Emphasis within the concentration:

Nonprofit Studies Emphasis

- BUS-3080: Story & Strategy in Non-Profit Organizations
- BUS-3200: Non-Profit Management
- BUS-3240: Social Change and the Nonprofit Sector
- BUS-3390: Non-Profit Advancement
- BUS-3400.LA: Nonprofit Program Design and Evaluation
- BUS-3620: Management in the Multicultural Workplace
- URB-3270: Toolkit for Community Leaders

Social Entrepreneurship Emphasis

- BUS-3210: Transformative Forces Case Studies in Social Entrepreneurship
- BUS-3250: The Business of Social Change
- BUS-3570: Interpersonal Communication in The Workplace
- BUS-3620: Management in the Multicultural Workplace
- BUS-3760: Sustainable Business Practices
- BUS-4310: Social and Ethical Issues in Management

Opportunities for Applied Learning

BMS students are advised to take a broad range of liberal arts courses, particularly those in the arts and in history, science, philosophy, and mathematics, in addition to the core courses listed specifically for the concentration.

- BUS-3530: Internship

Non-Classroom Learning

Students should incorporate at least one internship into the design of their program of study in consultation with their advisor. Examples: Students may develop new learning in their 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. An internship could entail participating in socially responsible business management groups where the student applies the theory studied in courses. In addition to internships, students are also encouraged to propose independent studies focusing, for example, on topics such as feminist management, sexual harassment in the workplace, the social practice of business, etc. Students may also develop prior learning projects based on learning they acquired in a business setting prior to their matriculation at AULA.

Liberal Studies, Child Studies Concentration, BA

BA in Liberal Studies: Child Studies

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Description

The Child Studies Minor Area of Concentration provides an interdisciplinary approach to the study of children with an emphasis on Psychology. The Child Studies minor prepares undergraduate students for positions in education, human services, and child advocacy, as well as for clinical and research-oriented graduate programs in education, psychology, and child development.

Students concerned with working effectively to enhance the quality of children's lives will benefit from the blend of clinical and developmental psychology, as well as aspects of physiology, neurology, sociology, philosophy, economics, social policy, and the law. As one of the few social groups still lacking equal rights under the law, children are particularly vulnerable to the vicissitudes of our social conditions. Child advocates with an interdisciplinary perspective gain from a sophisticated understanding of the contexts that shape children's lives. The Child Studies minor provides the opportunity for in-depth study of the relations between community, peers, social agencies, families, schools and the developing self of the child.

Current Tuition and Fees

[University Tuition and Fees](#)

Core Curriculum

Core courses fall into four basic categories as listed below. These courses build a strong foundation and preparation for professional work in the field; students opting for a Child Studies minor are advised to build these courses into their programs of study to whatever extent scheduling allows.

Theoretical Foundations

- PSY-3430.LA: Infant to Child Development
- PSY-4330: Cognitive Psychology Children's Thinking

The Child in Context

- PSY-3460: Cross-Cultural Child Development
- PSY - 3840: Social Cognition: the Social-Psychological World of the Child
OR
- SOC - 3750: Social Cognition: the Social-Psychological World of the Child

Scientific Foundations

- MAT-4020: Research Design and Methodology
OR
- PSY-4090: Research Design and Methodology
- MAT-4030: Descriptive and Inferential Statistics
OR
- PSY-4140: Descriptive and Inferential Statistics
- PSY-4340A: Contemporary Neuro-Psychology

Child Advocacy

- HUM-3160: Human Rights and Children
OR
- SOC-3160: Human Rights and Children

Opportunities for Applied Learning

- EDU-3530: Internship
- PSY-3530: Internship: Psychology
- SOC-3530: Internship

In Addition

In addition to the core courses listed above, Child Studies students are also advised to take a broad range of liberal arts courses, particularly in the arts and in history, science, philosophy, and mathematics. Students preparing for research-oriented graduate study should complete the sequence of Research Design and Methodology and Descriptive and Inferential Statistics, followed by independent study research projects under the guidance of an AULA faculty member.

Non-Classroom Learning

Students who plan to continue their studies in applied fields such as education, social work, or clinical psychology should include an internship in these areas in their program of study. The BA Program sponsors internships in the community that provide opportunities to work with children and adolescents. Students may also design independent studies in specialized areas such as infant care, early education, or learning disabilities.

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: Classroom

Standard time to completion: 36 months

Program Description

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 traditional writing concerns, such as language, form and expression, to theory and literary models, to practical concerns shared by working writers, and, through the Two Hawks Quarterly internship, to experiential learning in literary publishing. With these competencies in hand, 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 narratives 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.

Learning Objectives

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 non-fiction, poetry, playwriting, 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 the elements of language, character, story, theme,

rhythm, and tone. Exposure to different styles and content often expands a writer's own sense of voice, style, and creative interests. Identifying literary models among historical and contemporary writers can also help students begin to understand the work within a context of time, place, and culture.

3. **The ability to analyze writers' roles in local and global communities.** This objective calls upon students to consider the impact that creative writing has in our world. Students are encouraged to consider the importance of writers in community, society, and culture—to move toward a contextual understanding of one's own voice in a continuum of writers. In doing so, students may consider political issues that affect writers, such as censorship, the role of activist literature, independent versus corporate publishing and bookselling, and the inclusion of previously marginalized voices in the canonization of literature. Students are also called to consider personal responsibilities in their work, such as questions of representation, identification of self in society, agency, and considerations of truth in writing.
4. **The ability to apply foundational skills of a creative writer.** These skills include the ability to comment on the work of other writers, participate in a writing community, and apply best practices of editing and grammar. These abilities help establish the foundation for professional effectiveness and continued academic study.

Current Tuition and Fees

[University Tuition and Fees](#)

Core Curriculum

The core curriculum serves as a guide to students in the concentration for establishing a strong foundation in the history, 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. Emphasis is on a balance between courses that focus on craft and those that focus on texts, contexts, and critiques. These courses are offered in regular rotation:

Core Courses

- ENG-3090B: The Art of Fiction
- ENG-3220A: The Art of Poetry
- ENG-4900A: Advanced Multi-Genre Workshop
- ENG-3290: The Art of Screenwriting
- LIT-4370: Special Topics in Contemporary Literature

Electives

- ENG-3670: Writing As Seeing Understanding the Poetic Self
- ENG-3900BN: Poetry & Memory
- ENG-3630: Works in Progress Poetry Discussion Group
- ENG-3030: Writing Memoirs: Turning Towards Home
- LIT-3830: Psychology of Women Through Literature and Film
- LIT-3900L: Blackness & Identity in Nonfiction
- LIT-3710: From Book to Screen Strategies for Moving from Written to Visual Texts
- LIT-3720: Journeys in Creative Nonfiction
- LIT-3550: Trauma Memoir
- ADS-3200: Addiction in Literature & Film
or HUM 3230B: Addiction in Literature & Film

Internships

- ENG-3530: Internship (Two Hawks Quarterly)
- ENG - 3530: Internship (WriteGirl Teaching)
OR
- EDU-3530: Internship (WriteGirl Teaching)
- ENG - 3530: Internship (WriteGirl Publishing)
OR
- COM-3530: Internship (WriteGirl Publishing)
**See more below on Community Partners where CRW students can do Internships*

Note:

ENG 4900A, Advanced Multi-Genre Workshop in Creative Writing, is an on-going seminar that provides Creative Writing students with an opportunity to workshop their writing in a structured and supportive environment while exploring craft in poetry, fiction, and creative non-fiction. Students are encouraged to work in multiple genres, to press the boundaries of genre, form, intertextuality, and narrative. In workshop, students are challenged to use various approaches in critique and close reading of a text. The workshop requires permission of the creative writing faculty advisor; it can be taken multiple times for credit. LIT 4370, Special Topics in Contemporary Literature, is designed to explore a range of topics in post-World War II literature, such as sexual politics, literary journalism, and others. Students may take this course multiple times for credit in order to sample the varying special topics offered.

Creative Writing students are also advised to take a broad range of liberal arts courses in literature, the arts, religion, philosophy, and history in addition to the courses listed above.

Non-Classroom Learning

Creative Writing concentration students may take advantage of a broad array of internship and independent study opportunities. A number of community partners such as WriteGirl, POPS the Club and 826LA are engaged in creative writing education and literacy for underserved sectors of the local population, First Amendment advocacy, and production of public literary events such as readings and symposia. Internships in these areas provide opportunities for Creative Writing students to extend their writing 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: A Literary Uprising* by the BA Students of Antioch University Los Angeles, an online journal sponsored by the Undergraduate Studies Program.

Creative Writing students may also design an array of independent studies including ongoing work on creative writing projects such as novels, memoirs, and collections of short stories, essays, and poetry. Students who have written professionally prior to their matriculation may be eligible to receive credit for college-level learning through prior learning projects. This process allows students to apply a critical, analytical lens to their own published and unpublished works of fiction, poetry, and creative non-fiction and to analyze their own body of work in comparison to the work of other published writers. For each of these prior learning activities, students will select a qualified evaluator who will join them in the process of compilation and reflection.

Liberal Studies, Dual Areas of Concentration

Dual Areas of Concentration

Under certain circumstances, a student may construct dual major Areas of Concentration to demonstrate depth of learning in two specialized academic fields (i.e., excluding the Liberal Studies concentration). The dual concentration option may prove viable if a student enters AULA with 40 or more transfer units (including at least 20 upper division) in a specialized Area of Concentration but wishes to pursue a second specialized concentration during enrollment at AULA. Please note that students with two Areas of Concentration cannot have more than 100 units in the two Areas of Concentration combined and no less than 40 units in each area. Transfer courses and courses taken at AULA may be counted for one concentration or the other but not for both. There may be no overlapping in the courses counted toward the two concentrations, just as courses counted toward the concentrations may not overlap with the courses counted toward meeting the general studies requirement. Students wishing to pursue dual Areas of Concentration should consult their advisors to explore this option.

Current Tuition and Fees

[University Tuition and Fees](#)

Liberal Studies, Individualized Concentration, BA

BA in Liberal Studies: Individualized

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

In exceptional cases, a student may construct an individually designed Area of Concentration in consultation with his or her advisor. This option is appropriate only for students transferring to AULA with a substantial number of units in a specialized field of study not offered at AULA and who intend to complete work in that field through AULA classes, independent study, or through courses at other institutions. Students must petition for an individualized concentration to the Chair of Undergraduate Studies through their faculty advisor well in advance of their candidacy. Units counted toward an individually designed major Area of Concentration should include at least 20 upper division units; for an individually designed minor Area of Concentration at least 10 upper division units are expected. To be approved, the petition must demonstrate that the student has completed or has a plan to study courses that can be understood to constitute a core curriculum in the individually designed Area of Concentration.

Current Tuition and Fees

[University Tuition and Fees](#)

Liberal Studies, Psychology Concentration, BA

BA in Liberal Studies: Psychology

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

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 case management, clinical work and counseling, industrial/organizational psychology, and the treatment of substance abuse. Additionally, students can receive preparation for a multiplicity of related careers, including the fields of child studies, non-profit work, community organizing, teaching, and social work.

Current Tuition and Fees

[University Tuition and Fees](#)

Core 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' - PSY-3710 The Politics of Psychology and PSY 3270A, Critical Psychology - highly recommended for all beginning psychology students. The faculty also strongly recommends that at least one half of the units counted toward the concentration be upper division.

Our Core Psychology Curriculum is as follows:

Psychologies in Context

- PSY-3270A: Critical Psychology

- PSY - 3710: The Politics of Psychology
- PSY-3840A: Social Psychology
- PSY-4910: Sex-Positivity and Social Justice

Integrated Theories

- PSY-3580: Community Psychology: Context and Change
- PSY-4250: Global Approaches to Normal & Abnormal Psychology

Applied Theories

- PSY-3110: Contemporary Modes of Counseling
- PSY-3190: Ethics in Counseling and Psychotherapy
- PSY-4640A: Introduction to Postmodern Psychotherapies

Empirical Foundations

- PSY-3090: Abnormal Psychology
- PSY-4090: Research Design and Methodology
- PSY-4140: Descriptive and Inferential Statistics
- PSY-4340A: Contemporary Neuro-Psychology

In Addition

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-3600A: Psychology of Couples in Fiction & Film
- PSY-3110B: Art Therapy in Practice
- PSY-4580A: Spiritual Psychologies & Psychotherapies
- PSY-3920B: Documentary Film & the American Psyche
- PSY-3240B: Shakespeare Deconstructed Gender and Power Play
- PSY-3240A: Psychology of Happiness
- PSY-4730: Psychedelics Revisioned The Cultural Politics of Consciousness
- PSY-3920A: Madness in American History and Film
- PSY-3850: Adult Levels of Psycho-Sexual Development
- PSY-3080A: Existential Psychology Roots, Theory, and Practice
- PSY-3830A: The Psychology of Consumer Behavior Why We Buy
- PSY-4340A: Contemporary Neuro-Psychology

Note

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, science, philosophy, and quantitative studies in addition to psychology. Our undergraduate faculty also recommends that students enroll in history and sociology courses to gain an additional understanding of the social context that influences identity development and informs our relational interactions. AULA recommends courses that focus on gender, ethnic and racial differences, and various forms of disability to enhance students' appreciation of the special issues of diverse communities.

During their final one or two quarters in the BA Program, students may earn 6-12 quarter units toward a graduate degree in psychology in AULA's Master of Arts in Psychology (MAP) Program. See the link to Fast Track Programs for further information on the undergraduate to MAP Fast Track process.

Non-Classroom Learning

Our Psychology Concentration has established relationships with numerous human service organizations, clinical settings, and social advocacy groups throughout the Los Angeles area. It is recommended that students in the Psychology Concentration complete 6-12 quarter units of internship in one of these placements in order to gain firsthand experience and to enable students to link up classroom learning with practical applications in the field.

Additionally, our faculty works individually with students to design specialized topics of independent study. Some recent areas of independent study initiated by students and conceptualized together with faculty have included: Forensic Psychology, Community Organizing, Treatment of Autism, Bisexual Identity Development, Sports Psychology, Counseling the Homeless, and Working with Transgender Youth.

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: Classroom

Standard time to completion: 36 months

Program Overview

AULA's BA in Liberal Studies Program is proud to offer a Minor Area of Concentration in Queer Studies. The concentration emphasizes interdisciplinary academic study combined with activist engagement. Academically, Queer Studies focuses on LGBT and Queer issues by situating them within larger contexts concerned with the social and political production and regulation of bodies, identities, sex, sexuality, and gender. Queer Studies engages a critical activism as a practice of resistance.

Current Tuition and Fees

[University Tuition and Fees](#)

Core Curriculum

The Queer Minor requires 20 units of study in related course work, independent study and internship, including at least 10 units of upper division. Courses and workshops are offered throughout the calendar year and include:

Current internships include various opportunities with the L.A. Gay & Lesbian Center and LifeWorks, an after school peer mentoring program for LGBT youth.

- HUM-3240B: Shakespeare Deconstructed Gender and Power Play
- HUM-3480B: Gay & Lesbian History Through Documentary Film
- **OR**
- SOC-3480A: Gay & Lesbian History Through Documentary Film
- HUM-4040: Queer Theory
- PHI-4140: Foucault: Discourse and Discipline
- PSY-3270A: Critical Psychology
- PSY-3710C: Politics of Psychology

- PSY-4910: Sex-Positivity and Social Justice

Liberal Studies, Urban Studies Concentration, BA

BA in Liberal Studies: Urban Community and Environment

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The Urban Studies concentration at Antioch University Los Angeles prepares our students for careers as courageous and thoughtful practitioners and activists, in the nonprofit, private, and public sectors, in education, and for graduate study in multiple fields. In the program, students explore urban dynamics through a framework of human rights, and a focus on the powers of action, community organizing, place-making, social change, and radical economic innovations.

Our practice and theory-based philosophy of education equips students with the skills and understandings necessary to become effective leaders within organizations and networks. All students participate in field study and internships, building their capacity and resumés while working as youth organizers, community gardeners, event coordinators, fundraisers, communications and social media practitioners, and as researchers in social justice campaigns throughout the region. Urban Studies faculty, staff and guest lecturers are social justice change-makers, contributing to and shaping the current public, intellectual, cultural and sustainability discourse.

This innovative program exists in the recognition of the need to support and train effective change-makers who can envision a socially, economically, racially, and ecologically just future, and who will participate in the diverse coalitions and alliances necessary to inspire and make that future a reality. Unique among most academic programs, the Urban Studies curriculum incorporates the study and practice of social, political, historic, cultural, ecological, legislative and economic analysis, media, and the arts.

The Urban Studies concentration embodies our Antioch University mission to advance justice and to inspire lifelong learning.

Current Tuition and Fees

[University Tuition and Fees](#)

Core Curriculum

The Urban Studies concentration core courses fall into the three broad categories listed below, with courses offered in regular rotation. Urban Studies students are advised to build these courses into their program of study to establish a strong foundation in history, theory, and methodology to be supplemented by a range of elective courses and workshops.

Foundations

- URB-3031: Urban Studies: The City As Learning Lab
- HIS-3360: Environmental & Social History of Los Angeles
- **OR**
- SCI-3360: Environmental & Social History of Los Angeles
- GEG-3030: Global Justice & Ecology; Crisis, Strategy and Change
- **OR**
- ENV-3030: Global Justice & Ecology
- URB-3130A: Sustainability, Justice, and the Solidarity Economy

Skills

- URB-3270: Toolkit for Community Leaders
- URB-4900AW: Community Organizing
- URB-3530: Urban Studies Internship
- At least 1 guided field- or skills-based workshop or course
- At least 1 ecology / science workshop or course
- At least 1 art and social change-related workshop or course

Additional Information

In addition, students select elective courses that span the four conceptual anchors of the Urban Studies concentration to study the dynamics of oppression and liberation in our city's people, systems, arts, and environment.

A BA student may elect to become a fast-track candidate for the Master of Arts in Urban Sustainability (USMA), enroll in MA program courses and have them count toward completion of both the BA degree and the USMA degree or certificate. See below under the heading "Preparation for Graduate Study" for further information about the Fast Track into the USMA Program.

Non-Classroom Learning

The Urban Studies concentration offers community-based workshops, which are site-based learning activities conducted partially or completely by personnel at community venues. Student learning is evaluated either by a core faculty member working with the community organization or the community organizer conducting the workshop. Workshops are scheduled to coincide with and take advantage of cultural events taking place in the city. Most workshops are one-day events and are offered for one unit.

Students in the Urban Studies concentration are strongly encouraged to select internship placements that connect them with community organizations. Internship opportunities for Urban Studies students include urban and environmental organizations working on such issues as poverty and homelessness, economic justice, immigrant rights, and the greening of Los Angeles. Teaching assistant internships in Antioch's Bridge Program count as Urban Studies internships. In consultation with their faculty advisors, students can also develop independent, advanced learning opportunities to examine one or more aspects of urban and environmental studies in greater detail. Urban Studies students often propose independent studies that enhance their understanding and effectiveness in their off-campus activist or non-profit work.

If students have relevant experience in the community that qualifies as college-level learning, they can earn prior learning credit and apply such credit to their required Urban Studies units. Prior learning activities include working with community organizations, developing new policies, and administering existing programs.

Urban Communities and Justice, BAA

Program Overview

The Bachelor of Applied Arts in Urban Communities and Justice serves students who have experience in and an interest working on community and justice issues. Because this is an Antioch degree, issues related to our mission of social contexts, just behavior, advocacy and restorative justice dictate the primary discourse. The goal of the major is to prepare individuals to work as community professionals, advocates, and change makers who understand their communities and the forces that disadvantage certain groups and individuals within those communities. No matter what their professional path, students will be prepared to take on the role of social change agent.

Degree-specific learning objectives

Students completing this degree will demonstrate the ability to:

- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within communities and justice systems
- Engage in critical thinking and ethical decision making, evidencing an awareness of the challenges faced by community professionals while considering the individual, organizational and societal implications of policy and justice decisions
- Design innovative approaches and identify leadership strategies for dealing with a variety of social issues within a professional context

Current Tuition and Fees

[University Tuition and Fees](#)

Major Requirements

All requirements for Applied Studies majors as listed above. The 9 quarter units of professional core curriculum in the major area of study may be selected from the following:

- BUS-3250: The Business of Social Change
- BUS-3390: Non-Profit Advancement
- BUS-3400.LA: Nonprofit Program Design and Evaluation
- BUS-3570: Interpersonal Communication in The Workplace

- BUS-3900: Social Media Marketing
- BUS-4050: Psychology of Leadership
- COM-3600: Business Communications
- ENV-3030: Global Justice & Ecology
- ENV-3900D: The LA River
- GEG-3030: Global Justice & Ecology; Crisis, Strategy and Change
- HIS-3320: The Immigration Debate in Historical Perspective
- HIS-3360: Environmental & Social History of Los Angeles
- HUM-3900LA: Los Angeles Architecture
- MGT-5480: Negotiation and Conflict Resolution
- SCI-3360: Environmental & Social History of Los Angeles
- SCI-3480: Ecology and the Environment
- SCI-3860: Systems & Systems Thinking
- SOC-3130.LA: The Cultural Shades of Downtown Los Angeles
- URB-3031: Urban Studies: The City as Learning Lab
- URB-3130: Autonomy, Sustainability, Justice Community Organizing in LA
- URB-3130A: Sustainability, Justice, and the Solidarity Economy
- URB-3270: Toolkit for Community Leaders
- URB-3900F: Ecotourism Economic Development and Social Responsibility
- URB-4900: The City in Art
- URB-4900AW: Community Organizing

Antioch University Santa Barbara

Welcome to Antioch University Santa Barbara!

Dear Students,

Congratulations on your decision to pursue your studies at Antioch University Santa Barbara! I want to extend a warm welcome to you as you join our rich community of faculty, students, staff, and alumni. The times we are in seem to pose endless new challenges to be met constantly. I earnestly commend you for choosing this unique time to pursue your educational goals. Whether your goal is professional advancement, personal learning, and development, or a fusion of both, we are happy to have you part of a learner-centered community. I am confident that Antioch's learner-centered community will prepare you for your future.

Our campus has many people and resources devoted to ensuring you have a supportive student journey. Your success as a student is a top priority. Our community recognizes the unique times, coming out of a global pandemic and constantly negotiating new norms of social interaction. Antioch University has shown tremendous adaptability in offering classes in various modalities in response to pandemic restrictions. I hope that we will continue to provide courses in this variety of modalities as we've learned how valuable these offerings are to students in different life situations.

Many of you chose Antioch University because of its robust and mission-based focus on social justice and community engagement. These integral parts of our mission are more than words; we genuinely strive to prepare students to become active agents of change in the world. I'm hopeful that as you peruse the various learner-centered academic programs and course offerings and experience Antioch University Santa Barbara personally, you will proudly embrace the "Antiochian" legacy of creating meaningful, impactful change

Sincerely,

Ryan Kasmier, Ed.D.

Associate Provost

Antioch University Santa Barbara

Campus Leadership

Provost: Mark Hower

Associate Provost: Ryan Kasmier

Assistant Director of Student Services: Jessica Flores

Assistant Director of Financial Aid: Jennifer Mahone

Associate University Registrar: Gabby Gonzalez

Director of Disability Support Services: Ryan Kasmier

Primary Designated School Official (international student support): Emeé Dacanay (AULA)

School Certifying Official (VA Benefits): Ryan Kasmier

University Librarian: Christine Forte

Campus Calendar

Please click [here](#) to view the Antioch University Santa Barbara Academic Calendar.

Current Tuition and Fees

[University Tuition and Fees](#)

Department Overview: AUSB Undergraduate Studies

Since its inception in 1977, the Antioch University Santa Barbara (AUSB) Undergraduate program has been academically rigorous and intellectually challenging. AUSB's program provides a liberal education in which adult students engage in a wide range of learning activities. The Undergraduate Program is a degree completion program designed for students who have already completed a substantial amount of college work elsewhere. Students enter AUSB with a minimum of 36 quarter (24 semester) credits in transfer and a maximum of 135 quarter (90 semester) credits from an accredited community college or 4-year college or university. Students must have a minimum of 45 credits at AUSB.

Undergraduate students put theoretical learning into practice through a wide variety of experiential learning opportunities that are woven into every course. Students can further develop their skills through internships, practicums, independent studies and service learning in the community. AUSB students routinely secure internships in schools, health agencies, art

organizations, businesses, senior centers, environmental organizations, advocacy groups, and other community settings. Some students earn credit through new learning in their present employment settings.

Degree Options

Bachelor of Arts in Liberal Studies

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Bachelor of Arts in Management

The **BA in Management** is for people who want to explore the roles, responsibilities, and ownership needed to build a positive working environment, develop as an emotionally conscious leader, and explore ways to advance social and human justice ideals. Students will explore the application of business principles needed to build and strengthen human and social enterprises; provide a foundation to understand and lead change in a diverse and complex culture; and develop skills for innovative leadership.

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.

Bachelor of Arts in Psychology

The **BA in Psychology** is designed to provide students with a foundation in psychological theory and research. Students will develop competencies in writing and interpersonal communication; as well as develop psychology-specific skills for effective self-reflection, project management, and teamwork. Psychology students will also engage with ethics and socially responsible behaviors for professional and personal settings. This versatile degree provides students a wide range of possibilities for both career choices and graduate work.

Bachelor of Arts or Bachelor of Science in Applied Studies

If you've gained valuable technical expertise through your current trade and are ready for professional advancement, finishing your bachelor's degree in one of our three Applied Studies degrees at AUSB can help you maximize that experience. Expand upon your practical

knowledge by applying your previous technical and vocational training - such as design, hospitality, culinary arts, auto mechanics, medical trades, and more - toward the completion of an undergraduate degree. AUSB helps you connect your technical expertise to an academic experience that makes you a more effective problem-solver with critical thinking and leadership skills. The program can also prepare you for Antioch graduate degrees, particularly in business administration, psychology, education, and creative writing, depending upon your interests and academic preparation.

The **BA in Applied Studies degree** gives students who have technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. Students will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach. Studies will expand your skills in written and oral communication, foster problem-solving and critical thinking skills, and develop your ability to consider the social and ethical context of your profession.

The **BA in Applied Arts & Media degree** is ideal for people with technical skills in art, design, and media (such as makeup design, video editing and post-production, or set design) who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment. You'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll also gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The **BS in Applied Technology & Business Leadership degree** is ideal for people in technology business professions -such as auto mechanics and medical technology - who want to deepen their understanding of practical skills central to advancement in their field. You will focus on leadership perspectives, planning, and business tools and how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

The Mission of the Undergraduate Program at AUSB

AUSB offers students Bachelor of Arts degrees in Liberal Studies, Management, Psychology, and Applied Studies as well as a Bachelor of Science in Applied Studies degree that each produce globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered, contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

The Program Core Purposes of the Undergraduate Program at Antioch University Santa Barbara are infused throughout the academic curriculum, reflecting the intention of the faculty to provide

a broad, meaningful, learner-centered, and well-balanced education. The Program Core Purposes are discussed in the course work and include:

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

Learning Options

AUSB is on the eleven-week quarter system. Classes, which are all upper-division for three units, meet either face-to-face, online, or in a combination hybrid model. Face-to-face classes meet once a week for roughly three hours and meet for 10 sessions over the 11-week term, allowing for holidays. Students are expected to spend approximately 7 hours per week of non-classroom learning, such as field work, data collection, reading and/or writing.

Seminars are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars go for 6 to 8 hours in a one or two-day time period.

Between 25-27 hours of non-classroom learning are also expected for the seminar option. Some seminars may require papers whereas others may require more reading or an experiential project. Seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

Outside Learning Activities

Internships and practicums are field-based learning activities that take place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship/practicum supervisor. Unlike internship placements at the Master's level (which have the purpose of professional training), undergraduate internships and practicums focus on five primary goals which:

- allow students to provide service to the community;
- provide students opportunities to apply classroom learning to community problems;
- allow students to learn new theoretical ideas in experiential contexts;
- expose students to "real-life" social conditions of various workplaces and populations; and,
- give students the opportunity to explore particular work roles and settings in order to make better career choices.

Another option, the Independent Study, is an activity in which the student pursues specific reading, writing, research, experiences and/or competencies on their own, based on a contract established in advance with the evaluator.

Concurrent Learning refers to a course taken at another institution and transferred to Antioch.

Prior Experiential Learning

Prior Learning is college-level learning that occurred (1) outside accredited college classes, and (2) after high school and before enrollment at Antioch. Students sometimes confuse an internship or independent study with Prior Learning. Internships, independent studies, and concurrent learning take place during the student's residency at Antioch, whereas Prior Learning took place before the student entered Antioch. Many adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities.

Students who plan to document prior learning for credit are required to take the Antioch University course entitled PLA 1000.SB Prior Learning Assessment Theory and Practice (4.5 quarter credits) before beginning the documentation process. AUSB adheres to the standards recommended by the Council for Adult and Experiential Learning (CAEL). Students may register for Prior Learning Assessment like any other course. It is recommended that the student speak with their Advisor before registering. Prior Experiential Learning is limited to a maximum of 45 quarter credits. Prior credits may be earned if the student does not have 135 credits at the time of transfer, and only in order to reach 135 credits.

Degree Requirements for the Bachelor of Arts Degree in Liberal Studies

Because each Antioch BA student's educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations class (first quarter requirement) also helps students understand and plan how to fulfill these requirements. In this section, requirements are first listed, then explained in more detail. Courses and requirements listed below are subject to change.

1. **Total Credit Requirement:** 180 minimum to 200 maximum quarter credits overall.
2. **Residency Requirement:** The residency requirement specifies that a minimum of 45 quarter credits must be earned at Antioch University. Credits earned from documentation of Prior Experiential Learning do not count toward residency and are not calculated in determining full or part-time enrollment.
3. **Upper Division Requirement:** At least 45 upper-division credits must be completed at Antioch University.
4. **Breadth/General Education Requirement:** Students must complete a minimum of 24 quarter or 16 semester credits divided over four areas (see below). Each course only counts toward one area of the Breadth/General Education requirements. May be satisfied with transfer work (this requirement is automatically satisfied with completion of CSU GE Breadth Requirement or IGETC).

Communication

(6 quarter or 4 semester credits with at least one lower-division course in English Composition with a grade of "C" or better)

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

- All English writing or compositions regardless of prefix
- Communication or Media Studies
- Foreign Languages
- Journalism
- Linguistics
- Speech

Arts & Humanities

(6 quarter or 4 semester credits with a grade "C" or better)

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

Arts

- Dance
- Design
- Film & Video
- Music
- Painting & Sculpture
- Photography
- Theater Arts

Humanities

- Anthropology (cultural)
- Ethnic Studies

- Foreign Language & Literature
- Gender Studies
- History
- Humanities
- Literature
- Philosophy

Science & Quantitative

(6 quarter or 4 semester credits with a grade "C" or better)

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

Science

- Anatomy
- Anthropology (physical)
- Astronomy
- Biology
- Chemistry
- Environmental Studies
- Geology
- Geography (physical)
- Health Science
- Nutrition
- Physics

Quantitative Reasoning

- Accounting
- Computer Science (intermediate and advanced)
- Finance
- Mathematics
- Research Methods
- Statistics

Social Sciences

(6 quarter or 4 semester credits with a grade "C" or better)

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

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

5. Core Course Requirements:

The Undergraduate degree requires the completion of six 3 quarter credit competencies. These 18 quarter credits must be taken at Antioch University.

- Educational Foundations
- Academic Writing
- Ethics and Leadership (choose 1 from a slate of courses)
- Global (choose 1 from a slate of courses)
- Research (choose 1 from a slate of courses)

- Environmental (choose 1 from a slate of courses)

The core courses may also count as credits for the concentration-please consult your Academic Advisor when making selections.

6. Area of Concentration or Major Requirements:

The Area of Concentration is a student's specialized field of learning within the BA in Liberal Studies degree option. The student may include a Concentration in their program of study. The following stipulations apply:

- A Concentration must have a minimum of 36 quarter credits and may not exceed 60 credits.
- At least 24 quarter credits must be upper-division taken at AU in the chosen Concentration
- Concentrations may include transferred courses

Students who chose to major in either Management or Psychology follow the following stipulations:

- A major must have a minimum of 54 quarter credits within that field
- At least 27 quarter credits must be upper-division taken at AU in the chosen major
- Majors may include transferred courses

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. Students who have 21 or more quarter credits in one cohesive technical area can transfer those credits as part of an Applied Studies major and then complete the degree program through professionally-focused learning. You will benefit from the learning approach of our liberal education model while continuing to focus on your specified career path.

The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

Other Stipulations for BA Planning: Several other stipulations apply for BA Program planning:

- No more than 24 quarter credits may be evaluated by a single instructor/evaluator.
- No more than 20 quarter credits may be earned in any single outside setting such as an internship site
- 45 upper division quarter credits must be taken at AU.
- Prior Experiential Learning credits may be earned if the student does not have 135 quarter credits at time of transfer, and only to reach 135 total quarter credits.
- Prior Experiential Learning is limited to a total of 45 quarter credits. There can be no exceptions to this regulation.

Upper-Division Learning

Because Antioch University Santa Barbara offers a degree completion program, courses in the Undergraduate Program are upper-division level only. All lower-division coursework must be completed at another institution prior to transfer. Upper-division classes are numbered in the 3000s and 4000s. For internships and for all self-designed learning activities (Outside Learning Activities, Independent Studies), Antioch uses certain 3000 numbers. This numbering system is summarized as follows:

Upper Division Type of Learning Activity

3000s - 4000s	Antioch Classes
3960	Independent Studies
3980	Internships and Practica

The Undergraduate program requirements must include:

- 45 or more quarter credits of upper-division learning.
- No more than 135 credits of lower-division learning.
- No more than 24 credits that are successfully completed can be taken with any one instructor/evaluator.
- Educational Foundations course and Academic Writing course to establish context and familiarize you with the skills you'll use as you progress academically.
- One Ethics and Leadership course, one Global Course, one Research course, and one Environmental course taken at Antioch.

The Undergraduate program requirements may include:

- Any number of extra credits of upper-division learning beyond 45 as long as the total number of credits does not exceed 200.
- 135 quarter credits or fewer than 135 quarter credits of lower-division learning.
- No more than 45 credits of Prior Experiential Learning and only until the student reaches the 135-quarter credit maximum for transferable work.

Department Overview: AUSB Graduate Psychology

Master of Arts in Clinical Psychology

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 California 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 asynchronously online or on weekends, enabling students who follow the required course of full-time study to complete their degree in 24-27 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 in California. A licensed MFT in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A Licensed Professional Counselor (LPCC) is trained to provide counseling services that focuses on individual behavior and includes Career Counseling. Students pursuing their Master's in Clinical Psychology can opt to take a course of study leading to licensure as both an MFT and PCC in line with California Board of Behavioral Sciences requirements.

Students wishing to pursue the dual licensure track take all the elective courses alongside required coursework. Clinical training hours required within the MFT track is 225 hours and those opting for LPCC eligibility must complete a total of 280 hours.

Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in one of three concentrations; either Somatic Psychotherapy, Latinx Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full-time 8 quarter completion of an MA in Clinical Psychology. The Latinx Mental and Healthy Aging Concentrations can be completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and ethical practices are emphasized throughout the curriculum. Training in the application of psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice.

The MACP Program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues. The Program is designed to educate and train professionals in theory and practice while remaining responsive to social change. The classroom experience makes use of experiential teaching methods and a "hands-on" approach to learning, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills.

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate

- Theoretical Foundations of Professional Psychology

- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

Degree Requirements

The Master's Degree in Clinical Psychology is a 90-credit degree that meets California licensing requirements for Marriage and Family Therapists. To complete the degree, a student must meet both a credit requirement and a residency requirement. Residency is defined as the number of quarters of study for which a student must be enrolled. In the MACP program, students must be enrolled for a minimum of 90 credits and 8 full-time quarters or the equivalent. Some of the coursework requirements are satisfied through weekend and online/asynchronous courses. A full-time quarter consists of approximately 9-13 credits. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentration in Somatic Psychotherapy (102 credits in 27 months), Latinx Mental Health (90 credits in 24 months) or, with a Concentration in Healthy Aging (95 credits in 24 months). The Program also offers a track for students interested in meeting qualifications for both MFT and LPCC by completing 9 additional credits of coursework required for LPCC licensure. The Latinx Mental Health, Healthy Aging concentrations, and LPCC additional coursework may be completed in 8 full-time quarters. Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See Admissions and Registration policies for further detail).

Students are able to transfer up to 9 credits of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. Credits must be current and no older than 5 years. To apply for transfer credit, obtain the Permission to Transfer Credits Form from the Student Services Office.

Board of Behavioral Sciences Education Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences (BBS) curriculum requirements for licensure as MFTs in the State of California and, with some additional coursework, can also meet academic requirements towards LPCC licensure in California. In the event of a change in licensing requirements, the program will modify the curriculum of the clinical psychology program in order to ensure students meet California licensure requirements. It is recommended that students also maintain contact with the

BBS (<http://www.bbs.ca.gov>) to stay informed of any changes that may affect their efforts to obtain a license. Please note that a prior felony conviction and certain misdemeanor convictions may preclude eligibility for licensure as an MFT or LPCC (Section 480 - California Business and Professions Code).

BBS regulations specify the coursework and professional training experience that must be completed within a 90-credit degree. Degree requirements for all MFT track students include 225 face to face hours of clinical training experience.

Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state as most states have specific course requirements unique to that jurisdiction.

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the "Begin Personal Psychotherapy" form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family, or group therapy during the course of the program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once the 20-hour requirement has been met the "Completion of Psychotherapy" form is submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone becomes the student's instructor or supervisor who has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist. This kind of dual relationship has potential for harm because one person has the power to exploit the other by engaging in favoritism, prejudicial evaluation, or abuse of power. In order to avoid such relationships, students may not

take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for psychotherapy in order to meet the Program's therapy requirement. It is acceptable however, to enter therapy after graduation with someone who was formerly the student's instructor.

Degree Concentrations

Students may elect to graduate with a concentration in addition to the coursework for the MA in Clinical Psychology. Concentrations generally require additional academic units and coursework in addition to the ones required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees.

Currently the MACP Program offers concentrations in:

- Somatic Psychotherapy
 - Latinx Mental Health
 - Healthy Aging
-
- The concentration in Somatic Psychotherapy offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.
 - The concentration in Latinx Mental Health includes courses designed to develop proficiency in providing mental health services to Latinx and Hispanic consumers and within the context of the larger population. Students in this program are required to be proficient in Spanish and English.
 - The concentration in Healthy Aging is designed to develop proficiency in providing counseling services to older adults and their families.

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 6110) in order to meet a program requirement. As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances. Student requests for Independent Study will not be honored when the course is being offered during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Academic Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each 10 hours of study). Finally, evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires informed consent from students for disclosure in the classroom or written assignments. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research with Human Subjects

Although the MACP Program does not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research.

Please confer with a faculty advisor or the Program Chair for information on how to obtain a Human Subjects Committee Review (from the Institutional Review Board).

Clinical Traineeship

The clinical traineeship allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The MACP Program maintains relationships with sites serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties), as well as some sites in Los Angeles County. Students are required to obtain 225 hours of face to face client contact at their traineeship in order to graduate from the program. The

Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latinx Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latinx clients. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Students opting for the dual track of MFT and LPCC must complete 280 face to face hours.

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

- Theories of Psychotherapy in Context
- Clinical Skills I
- Clinical Skills II
- Clinical Skills with Families and Couples
- Domestic Violence, Spousal, Elder, and Child Abuse
- Professional Ethics & Law
- Practicum: Professional Orientation Seminar

Students will not be able to accrue traineeship hours until these requirements have been satisfied and they are enrolled in a Practicum course. Students must have a traineeship site to be enrolled in the Practicum sequence.

Students should be familiar with Antioch University's Clinical Training Handbook and the regulations governing the practice of marriage and family therapy as defined by the BBS. It is also recommended that students consult the BBS website periodically for updated information (<http://www.bbs.ca.gov>).

LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (http://www.bbs.ca.gov/lpcc_program).

The Traineeship Application Process and Documentation

The Director of Clinical Training oversees the Clinical Training Program and is responsible for establishing, approving, and maintaining traineeships sites. Approved sites and contact information can be found in Sakai on the Clinical Training Sakai Site along with forms needed to earn hours of experience at a community site.

The responsibility for finding and securing a clinical traineeship site rests entirely with the student. If a student identifies a new site, (not yet approved by Antioch) our Director of Clinical Training will facilitate the process to review the site for approval as a future Antioch MACP traineeship site. All of the forms necessary to apply for a new site approval are available on the Clinical Training Site on Sakai.

To prepare for traineeship students should:

- Research and get to know mental health agencies and related events within the community
- Develop or update their resume.
- Consider volunteering in a non-profit agency to build experience

Students eligible to start Traineeship in the fourth quarter must first complete the seminar in Practicum-Professional Orientation (PSC 5385) offered on a Saturday in the fourth or fifth quarter. This course offers a comprehensive summary of the clinical traineeship process, outlining the scope of practice for LMFT and LPCC trainees and professionals.

The quarter before traineeship, students will:

- Review the Clinical Training Handbook located on the Clinical Training Sakai Site.
- Visit and familiarize themselves with the Clinical Training Sakai site and paperwork as an updated source of all the traineeship information and paperwork needed to complete clinical training requirements
- Visit the BBS website to review information for MFT and PCC trainees and associates
- Contact agencies to ask about application procedures.
- Contact the Director of Clinical Training with questions after these steps are completed.

Prior to starting their traineeship students participate in a professional practicum orientation class. Students are responsible for seeking and identifying traineeship sites on their own. The Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, a Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the MACP Director of Clinical Training all sign this document. The original Agreement is kept in the student's permanent file and electronic copies are distributed to all signers. At the end of each thirteen-week quarter the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Hours are accrued and BBS paperwork retained by the student for future application for MFT licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All current and active students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latinx Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latinx or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

The required 280 face to face hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program and received their PPC number.

Clinical Training Probation

Students are reviewed and evaluated for clinical suitability and skills in all clinical courses including both in-class instruction and field experience. Clinical suitability is defined as the ability to adopt a professional demeanor by establishing good personal and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

Clinical Suitability forms are completed for every student while in the Clinical Skills I and Clinical Skills II courses. Additionally, when students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- One essay
- Two letters of recommendation
- The program does not require that applicants submit GRE scores.

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- Admission essay
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Admissions Committee and between 3 and 10 applicants. An individual interview is offered to applicants that reside out of state. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission. Additionally, applicants who are not granted admission will be notified via email as well. Decisions regarding an applicant's admission or non-acceptance to the program remain confidential within the Admissions Committee and are not shared with applicants.

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.

Education, Mild/Moderate Education Specialist Credential, MA

MEd in Education; Mild/Moderate Education Specialist

Location: AU Santa Barbara

Credits for Degree: 71 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 18 months

Program Overview

This 5 quarter (15-month) program designed for teachers who already possess a multiple subject or single subject credential weaves the requirements for the Preliminary Education Specialist Instruction Credential: Mild-to-Moderate Disabilities with coursework leading toward a Master of Arts in Education degree. The collaborative, cohort-based model is the ideal setting to learn essential skills related to student advocacy and working within diverse and inclusive classrooms.

Candidates experience two sequences of course content: **Credential and Research specific.**

Credential-specific Sequence

The credential sequence is a collection of courses that prepares candidates to provide instruction, assessment, and support to students with mild-to-moderate disabilities. Courses in the credential-specific sequence include student-teaching accompanied by a professional seminar for two quarters.

Students will also:

- Explore topics of personal and professional interest and to examine their potential roles as leaders in a reflective community of learners
- Have opportunities to reflect on their own strengths and challenges and to examine their own reasoning, values, and interpersonal skills.
- Have two quarters (six months) of student-teaching in a K-12 special education setting
- Learn and develop skills necessary to work with second language learners' English Language Development

Special Education Program

Candidates in the MA in Education with M/M Educational Specialist Credential program who are teachers with intern credentials use their own classrooms to satisfy the fieldwork

requirements. They are supervised by district appointed personnel in addition to Antioch University Santa Barbara Field Supervisors.

Research Sequence

Each of the research courses will focus on applying the material studied and the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups.

Candidates in the program complete a thesis. The research course sequence prepares students to write the literature review methods, data analysis and discussion sections of their research project.

Admission Requirements

- Official transcript from a regionally-accredited college or university indicating Bachelor's degree conferral
- Two letters of recommendation
- Resume
- CBEST test scores, or proof of registration for the CSET Writing Skills exam (for credential programs only)
- CSET: Multiple Subjects exam, proof of registration or scores (for credential programs only)
- Admission essay

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Quarter 1 (Summer) 3-8 Quarter Credits

- TEP-6300.SB: Social Justice & Educational Reform **
***Not required for candidates who earned a Multiple Subject credential at AUSB.*
- TESE-5361: Exploratory Practicum in Special Education I
- TESE-6011: Individual Education Design & Policy Implementation

Quarter 2 (Fall) 8-10 Quarter Credits

- TEP-6140: Foundations of Educational Research

- TESE-5410: Introduction to Autism Spectrum Disorder
- TESE-5192: Assistive Technology Applications for Students with Mild to Moderate Disabilities **
***Not required for candidates who earned a Multiple Subject credential at AUSB.*
- TESE-5380: Comprehensive Behavior Assessment and Positive Behavior Support
- TESE-6012: Individual Education Design & Policy Implementation

Quarter 3 (Winter) 13-15 Quarter Credits

- TEP-6160: Critical Evaluation of Educational Research
- TESE-5110: Language Arts Curricula Theory & Methods
- TESE-5160.SB: Understanding & Teaching Students with Mild and Moderate Disabilities I
- TESE-5122: Student Teaching with Prof Sem II

Quarter 4 (Spring) 15-18 Quarter Credits

- TEP-6190: Producing & Disseminating Educational Research
**Course can also be taken in Summer 1 or 2*
- TESE-5152: Special Education Seminar II
- TESE-5170.SB: Understanding & Teaching Students with Mild and Moderate Disabilities II
- TESE-5362: Exploratory Practicum in Special Education II

Quarter 5 (Summer) 6 Quarter Credits

Six to nine units a quarter is considered part time. Ten to fifteen units a quarter is considered full time.

- TEP-6211: Thesis Study

Note:

*Candidates who have a single Subject credential must take the Reading Instruction course and PASS RICA in order to be eligible for the Education Specialist Credential.

**Candidates who received a Multiple Subject credential at AUSB have already taken this course.

NOTE: Candidates who already possess a Multiple or Single Subject Ryan CLAD or 2042 Credential may take the MAE courses in addition to their Education Specialist courses to earn the Master of Arts degree in Education.

Clinical Psychology, Healthy Aging Concentration, MA

MA in Clinical Psychology: Healthy Aging

Location: AU Santa Barbara

Credits for Degree: 95 quarter credits

Standard Mode of Instruction: Classroom, Online, , Low-residency

Standard time to completion: 24 months

Program Overview

AUSB's Healthy Aging concentration is unique in its focus on a strength-based, holistic counseling approach that supports resilience in older adults and their families. Students in the Healthy Aging concentration meet all course requirements towards MFT licensure while focusing on the psychological, physical, and social needs as well as strengths of this growing population of older adults and their families.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Clinical Psychology Core

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5040: Human Development and Diversity
- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5031: Research Methods
- PSC-5061: Psychopathology Personal Suffering & the Politics of Deviance
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5201: Clinical Skills I the Psychotherapeutic Relationship
- PSC-5071: Theories of Family Systems
- PSC-5202: Clinical Skills II The Psycho- Therapeutic Process
- PSC-5382: Professional Ethics & the Law Applications
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory

- PSC-5502: Domestic Violence Spousal, Elder and Child Abuse
- PSC-5386: Practicum: Professional Orientation
- PSC-6511: Practicum I Clinical Evaluation & Crisis Intervention
- PSC-5200: The Process of Group Psychotherapy
- PSC-5311: Intimate Relationships Psychotherapeutic Approaches
- PSC-5460: Psychopharmacology for Therapists
- PSC-6512: Practicum I Professional Orientation for LPCC
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum III: Case Conceptualization
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum IV: Integrating Clinical Skills
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- PSC-5320: Trauma Counseling
- PSC-5372: Human Sexuality and Counseling
- PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders

Healthy Aging Concentration Courses

- PSC-5600: Healthy Development Throughout the Aging Process
- PSC-5610: Social, Cultrl, & Systemic Aspects Aging
- PSC-5620: Clinical Skills with Older Adults

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: Classroom, Online, Low-residency

Standard time to completion: 24 months

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 on perspectives 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

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Clinical Psychology Core

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5040: Human Development and Diversity

- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5031: Research Methods
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- PSC-5041: Human Life-Span Development: the Older a
- PSC-5071: Theories of Family Systems
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- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory
- PSC-5502: Domestic Violence Spousal, Elder and Child Abuse
- PSC-5386: Practicum: Professional Orientation
- PSC-5311: Intimate Relationships Psychotherapeutic Approaches
- PSC-5460: Psychopharmacology for Therapists
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5510: Community Mental Health
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- PSC-5320: Trauma Counseling
- PSC-5372: Human Sexuality and Counseling
- PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders

Latinx Mental Health Concentration Courses (24 Quarter Credits)

- 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-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
- PSC-6524: Practicum IV Integrating Clinical Skills with Latinx Clients

Clinical Psychology, MA

MA in Clinical Psychology

Location: AU Santa Barbara

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 24 months

Program Overview

The Master of Arts in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive individuals who want to be professionally licensed as Marriage and Family Therapists (LMFT) and/or as Licensed Professional Clinical Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36.

Antioch's Master of Arts in Clinical Psychology Program is designed for a diverse student body, including working adults. Classes are offered in three-hour blocks in the daytime and evenings. Additionally, some classes are offered online and on weekends, enabling students who follow the required course of full-time study to complete their degree in 24 months. Flexible options may be available including part-time and cross-campus registration.

General Description

The Master of Arts in Clinical Psychology Program provides education and training in the theory and practice of psychotherapy and meets the educational standards for a MFT and/or LPCC license. A licensed MFT in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A LPCC focuses on counseling for purposes of improving mental health. Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in one of three concentrations; either Somatic Psychotherapy, Latinx Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full time 8 quarter completion of an MA in Clinical Psychology. The Latinx Mental and Healthy Aging Concentrations can be completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and ethical practices are emphasized throughout the curriculum. Training in the application of

psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice.

The MACP Program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues. The Program is designed to educate and train professionals in theory and practice while remaining responsive to social change. The classroom experience makes use of experiential teaching methods and a "hands-on" approach to learning, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills.

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate

- Theoretical Foundations of Professional Psychology
- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

Degree Requirements

The Master's Degree in Clinical Psychology is a 90-credit degree that meets California licensing requirements for Marriage and Family Therapists. To complete the degree, a student must meet both a credit requirement and a residency requirement. Residency is defined as the number of quarters of study for which a student must be enrolled. In the MACP program, students must be enrolled for a minimum of 90 credits and 8 full-time quarters or the equivalent. Some of the coursework requirements are satisfied through weekend and online courses. A full-time quarter consists of approximately 9-13 credits. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentration in Somatic Psychotherapy (102 credits in 27 months), Latinx Mental Health (90 credits in 24 months) or, with a Concentration in Healthy Aging (95 credits in 24 months). The Program also offers a track for students interested in meeting qualifications for both MFT and LPCC by completing 9 additional credits of coursework required for LPCC licensure. The Latinx Mental Health and Healthy Aging concentrations and LPCC additional coursework may be completed in 8 full-time quarters. Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See Admissions and Registration policies for further detail).

Students are able to transfer up to 9 credits of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. Credits must be current and no older than 5 years. To apply for transfer credit, obtain the Permission to Transfer Credits Form from the Student Services Office.

Board of Behavioral Sciences Education Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences (BBS) curriculum requirements for licensure as MFTs in the State of California and can also meet academic requirements towards LPCC licensure in California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state.

BBS regulations specify the coursework and professional training experience that must be completed within a 90-credit degree. Degree requirements for all MFT track students include 225 face to face hours of clinical training experience.

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the "Begin Personal Psychotherapy" form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family or group therapy during the course of the program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once the 20 hour requirement has been met the "Completion of Psychotherapy" form is

submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone becomes the student's instructor or supervisor who has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist. This kind of dual relationship has potential for harm because one person has the power to exploit the other by engaging in favoritism, prejudicial evaluation, or abuse of power. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for psychotherapy in order to meet the Program's therapy requirement. It is acceptable however, to enter therapy after graduation with someone who was formerly the student's instructor.

Degree Concentrations

Students may elect to graduate with a concentration in addition to the coursework in Marriage and Family Therapy. Concentrations generally require additional academic units and coursework in addition to the ones required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees.

Currently the MACP Program offers concentrations in Somatic Psychotherapy, Latinx Mental Health and Healthy Aging.

- The concentration in **Somatic Psychotherapy** offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.
- The concentration in **Latinx Mental Health** includes courses designed to develop proficiency in providing mental health services to Latino and Hispanic consumers. Students in this program are required to be proficient in Spanish and English.

- The concentration in **Healthy Aging** is designed to develop proficiency in providing counseling services to older adults and their families.

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 6110) in order to meet a program requirement. As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances. Student requests for Independent Study will not be honored when the course is being offered during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Student Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each 10 hours of study). Finally, evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Experiential Learning and Confidentiality in the Classroom

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires informed consent from students for disclosure in the classroom or written assignments. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research with Human Subjects

Although Antioch Psychology Programs do not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research. Please confer with your faculty advisor or the

Program Chair for information on how to obtain a Human Subjects Committee Review (from the Institutional Review Board).

Clinical Traineeship

The clinical traineeship allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The MACP Program maintains relationships with sites serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties), as well as some sites in Los Angeles County. Students are required to obtain 225 hours of face to face client contact at their traineeship in order to graduate from the program. The Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latinx Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latinx clients. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Students opting for the dual track of MFT and LPCC must complete 280 face to face hours.

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

Theories of Psychotherapy in Context
Clinical Skills I
Clinical Skills II
Clinical Skills with Families and Couples
Domestic Violence, Spousal, Elder, and Child Abuse
Professional Ethics & Law
Practicum: Professional Orientation

Students will not be able to accrue traineeship hours until these requirements have been satisfied and they are enrolled in a Practicum course. Students must have a traineeship site to be enrolled in the Practicum sequence.

Students should be familiar with Antioch University's Clinical Training Handbook and the regulations governing the practice of marriage and family therapy as defined by the BBS. It is also recommended that students consult the BBS website periodically for updated information (<http://www.bbs.ca.gov>). LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (<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 Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, a Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the MACP Director of Clinical Training all sign this document. The original Agreement is kept in the student's permanent file and electronic copies are distributed to all signers. At the end of each thirteen-week quarter the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Hours are accrued and BBS paperwork retained by the student for future application for MFT licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All current and active students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latinx Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latinx or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

The required 280 face to face hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program and received their PPC number.

Clinical Training Probation

Students are reviewed and evaluated for clinical suitability and skills in all clinical courses including both in-class instruction and field experience. Clinical suitability is defined as the ability to adopt a professional demeanor by establishing good personal and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal

distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

When students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- One essay
- Two letters of recommendation
- The program does not require that applicants submit GRE scores.

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- Admission essay
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the

Admissions Committee and between 3 and 6 applicants. An individual interview is offered to applicants that reside out of state. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission. Additionally, applicants who are not granted admission will be notified via email as well. Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, and community experiences.

Current Tuition and Fees

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Plan of Study

Required Courses (90 quarter credits)

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- PSC-5040: Human Development and Diversity
- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5321: Crisis, Disaster, and Emergency Response
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- PSC-5061: Psychopathology Personal Suffering & the Politics of Deviance
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- PSC-5240: Contemporary Theories of Psychotherapy
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- PSC-5202: Clinical Skills II The Psycho- Therapeutic Process
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- PSC-5200: The Process of Group Psychotherapy
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- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum III: Case Conceptualization
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum IV: Integrating Clinical Skills
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- PSC-5320: Trauma Counseling
- PSC-5372: Human Sexuality and Counseling
- PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders

Clinical Psychology, MA (low residency)

MA in Clinical Psychology

Location: AU Santa Barbara

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 24 months

Program Overview

The Master of Arts in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive individuals who want to be professionally licensed as Marriage and Family Therapists (LMFT) and/or as Licensed Professional Clinical Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36.

Antioch's Master of Arts in Clinical Psychology Program is designed for a diverse student body, including working adults. Classes are offered in three-hour blocks in the daytime and evenings. Additionally, some classes are offered online and on weekends, enabling students who follow the required course of full-time study to complete their degree in 24 months. Flexible options may be available including part-time and cross-campus registration.

General Description

The Master of Arts in Clinical Psychology Program provides education and training in the theory and practice of psychotherapy and meets the educational standards for a MFT and/or LPCC license. A licensed MFT in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A LPCC focuses on counseling for purposes of improving mental health. Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in one of three concentrations; either Somatic Psychotherapy, Latinx Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full time 8 quarter completion of an MA in Clinical Psychology. The Latinx Mental and Healthy Aging Concentrations can be completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and ethical practices are emphasized throughout the curriculum. Training in the application of

psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice.

The MACP Program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues. The Program is designed to educate and train professionals in theory and practice while remaining responsive to social change. The classroom experience makes use of experiential teaching methods and a "hands-on" approach to learning, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills.

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate

- Theoretical Foundations of Professional Psychology
- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

Degree Requirements

The Master's Degree in Clinical Psychology is a 90-credit degree that meets California licensing requirements for Marriage and Family Therapists. To complete the degree, a student must meet both a credit requirement and a residency requirement. Residency is defined as the number of quarters of study for which a student must be enrolled. In the MACP program, students must be enrolled for a minimum of 90 credits and 8 full-time quarters or the equivalent. Some of the coursework requirements are satisfied through weekend and online courses. A full-time quarter consists of approximately 9-13 credits. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentration in Somatic Psychotherapy (102 credits in 27 months), Latinx Mental Health (90 credits in 24 months) or, with a Concentration in Healthy Aging (95 credits in 24 months). The Program also offers a track for students interested in meeting qualifications for both MFT and LPCC by completing 9 additional credits of coursework required for LPCC licensure. The Latinx Mental Health and Healthy Aging concentrations and LPCC additional coursework may be completed in 8 full-time quarters. Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See Admissions and Registration policies for further detail).

Students are able to transfer up to 9 credits of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. Credits must be current and no older than 5 years. To apply for transfer credit, obtain the Permission to Transfer Credits Form from the Student Services Office.

Board of Behavioral Sciences Education Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences (BBS) curriculum requirements for licensure as MFTs in the State of California and can also meet academic requirements towards LPCC licensure in California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state.

BBS regulations specify the coursework and professional training experience that must be completed within a 90-credit degree. Degree requirements for all MFT track students include 225 face to face hours of clinical training experience.

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the "Begin Personal Psychotherapy" form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family or group therapy during the course of the program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once the 20 hour requirement has been met the "Completion of Psychotherapy" form is

submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone becomes the student's instructor or supervisor who has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist. This kind of dual relationship has potential for harm because one person has the power to exploit the other by engaging in favoritism, prejudicial evaluation, or abuse of power. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for psychotherapy in order to meet the Program's therapy requirement. It is acceptable however, to enter therapy after graduation with someone who was formerly the student's instructor.

Degree Concentrations

Students may elect to graduate with a concentration in addition to the coursework in Marriage and Family Therapy. Concentrations generally require additional academic units and coursework in addition to the ones required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees.

Currently the MACP Program offers **low residency concentration options** in Somatic Psychotherapy.

- The concentration in **Somatic Psychotherapy** offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 6110) in order to meet a program requirement. As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances. Student requests for Independent Study will not be honored when the course is being offered during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Student Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each 10 hours of study). Finally, evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Experiential Learning and Confidentiality in the Classroom

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires informed consent from students for disclosure in the classroom or written assignments. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research with Human Subjects

Although Antioch Psychology Programs do not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research. Please confer with your faculty advisor or the Program Chair for information on how to obtain a Human Subjects Committee Review (from the Institutional Review Board).

Clinical Traineeship

The clinical traineeship allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The MACP Program maintains relationships with sites serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties), as well as some sites in Los Angeles County. Students are required to obtain 225 hours of face to face client contact at their traineeship in order to graduate from the program. The Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latinx Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latinx clients. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Students opting for the dual track of MFT and LPCC must complete 280 face to face hours.

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

Theories of Psychotherapy in Context
Clinical Skills I
Clinical Skills II
Clinical Skills with Families and Couples
Domestic Violence, Spousal, Elder, and Child Abuse
Professional Ethics & Law
Practicum: Professional Orientation

Students will not be able to accrue traineeship hours until these requirements have been satisfied and they are enrolled in a Practicum course. Students must have a traineeship site to be enrolled in the Practicum sequence.

Students should be familiar with Antioch University's Clinical Training Handbook and the regulations governing the practice of marriage and family therapy as defined by the BBS. It is also recommended that students consult the BBS website periodically for updated information (<http://www.bbs.ca.gov>). LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (<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 Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, a Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the MACP Director of Clinical Training all sign this document. The original Agreement is kept in the student's permanent file and electronic copies are distributed to all signers. At the end of each thirteen-week quarter the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Hours are accrued and BBS paperwork retained by the student for future application for MFT licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All current and active students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latinx Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latinx or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

The required 280 face to face hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program and received their PPC number.

Clinical Training Probation

Students are reviewed and evaluated for clinical suitability and skills in all clinical courses including both in-class instruction and field experience. Clinical suitability is defined as the ability to adopt a professional demeanor by establishing good personal and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating

to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

When students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- One essay
- Two letters of recommendation
- The program does not require that applicants submit GRE scores.

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- Admission essay
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Admissions Committee and between 3 and 6 applicants. An individual interview is offered to applicants that reside out of state. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission. Additionally, applicants who are not granted admission will be notified via email as well. Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, and community experiences.

Current Tuition and Fees

[University Tuition and Fees](#)

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 a
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5061: Psychopathology Personal Suffering & t he Politics of Deviance
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5071: Theories of Family Systems
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- 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-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5460: Psychopharmacology for Therapists
- PSC-5386: Practicum: Professional Orientation
- 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 I Professional Orientation for LPCC
- PSC-6513: Practicum III: Case Conceptualization
- PSC-6514: Practicum IV: Integrating Clinical Skills

Clinical Psychology, Somatic Psychotherapy Concentration, MA

MA in Clinical Psychology: Somatic Psychotherapy

Location: AU Santa Barbara

Credits for Degree: 102 quarter credits

Standard Mode of Instruction: Classroom, Online

Standard time to completion: 27 months

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 state-of-the-art professional experiential training.

The concentration is offered through 4 courses over a 10-week period (including one weekend and one online course), for a total of 12 units. Students currently in the AUSB MA in Clinical Psychology program, and in other MA Psychology or Counseling programs within the AU system who have completed 8 quarters or their full MA requirements, can enroll in a 9th quarter to fulfill requirements for the concentration in Somatic Psychotherapy.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Clinical Psychology Core

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5040: Human Development and Diversity
- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5031: Research Methods

- PSC-5201: Clinical Skills I the Psychotherapeutic Relationship
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5041: Human Life-Span Development: the Older a
- PSC-5071: Theories of Family Systems
- PSC-5202: Clinical Skills II The Psycho- Therapeutic Process
- PSC-5382: Professional Ethics & the Law Applications
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory
- PSC-5502: Domestic Violence Spousal, Elder and Child Abuse
- PSC-5386: Practicum: Professional Orientation
- PSC-6511: Practicum I Clinical Evaluation & Crisis Intervention
- PSC-5200: The Process of Group Psychotherapy
- PSC-5311: Intimate Relationships Psychotherapeutic Approaches
- PSC-5460: Psychopharmacology for Therapists
- PSC-6512: Practicum I Professional Orientation for LPCC
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum III: Case Conceptualization
- PSC-5050: Clinical Skills in a Multicultural Cont ext
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum IV: Integrating Clinical Skills
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- PSC-5320: Trauma Counseling
- PSC-5372: Human Sexuality and Counseling
- PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders

Somatic Psychotherapy Concentration Courses (12 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 Expressiv E Arts in Somatic Psychotherapy
- Complete one of the following:*
- PSC-5704: Practicum - Somatic Psychotherapy Consul Tation
- OR**
- PSC-5706: Practicum - Somatic Psychotherapy Consultation the Art and Science of Sensory Awareness Within the Environment

Psychology, MA

MA in Psychology: Individualized

Location: AU Santa Barbara

Credits for Degree: 60 quarter credits

Standard Mode of Instruction: Classroom, Online, Low-residency

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
- Counseling approaches outside of psychotherapy
- A 60 quarter-credit program that includes a Practicum/Special Project sequence of 10 units

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- Two letters of recommendation
- Admission essays

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)

- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- All admission essays
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Admissions Committee and between 3 and 6 applicants. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

An individual interview is offered to applicants that reside out of state.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission.

The program does not require that applicants submit GRE scores

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

Current Tuition and Fees

[University Tuition and Fees](#)

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-5040: Human Development and Diversity
- PSC-5051: Multicultural Awareness Self, Culture & Context
- PSC-5321: Crisis, Disaster, and Emergency Response *
- PSC-5031: Research Methods
- PSC-5061: Psychopathology Personal Suffering & the Politics of Deviance
- PSC-5201: Clinical Skills I the Psychotherapeutic Relationship
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5610: Social, Cultrl, & Systemic Aspects Aging **

- PSC-5121: Clinical Skills I Psychotherapeutic Relationship in the Latinx Context
- PSC-5041: Human Life-Span Development: the Older a *
- PSC-5071: Theories of Family Systems
- PSC-5202: Clinical Skills II The Psycho- Therapeutic Process
- PSC-5382: Professional Ethics & the Law Applications
- PSC-5600: Healthy Development Throughout the Aging Process
- PSC-5170: Clinical Skills II Psychotherapy Process with Latinx Clients
- PSC-5032: Evaluation and Outcome Research
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory
- PSC-5502: Domestic Violence Spousal, Elder and Child Abuse
- PSC-5386: Practicum: Professional Orientation
- PSC-5150: Interventions with Latinx Couples & Families
- PSC-5200: The Process of Group Psychotherapy
- PSC-5311: Intimate Relationships Psychotherapeutic Approaches
- PSC-5460: Psychopharmacology for Therapists
- PSC-5160: Process of Bilingual Group Psychotherapy
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors *
- PSC-5461: Psychopharmacology for Therapists
- PSC-5050: Clinical Skills in a Multicultural Cont ext
- PSC-5072: Advanced Family Therapy Special Populations
- PSC-5510: Community Mental Health
- PSC-5620: Clinical Skills with Older Adults
- PSC-5250: Career Theory & Practice In the System
- PSC-5073: Advanced Family Therapy Evidence- Based Practice
- PSC-5320: Trauma Counseling
- PSC-5372: Human Sexuality and Counseling *
- PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders *
- PSC-5251: Career Theories & Practice
- PSC-6530: Practicum / Special Project **
- PSC-5081: Social and Cultural Factors of Assessment and Evaluation
- PSC-5700: Introduction to Theories and Techniques Of Somatic Psychotherapy
- PSC-5702: Somatic Approaches to Trauma and PTSD
- PSC-5703: Movement, Mindfulness, and the Expressiv E Arts in Somatic Psychotherapy
- PSC-5704: Practicum - Somatic Psychotherapy Consul Tation
- PSC-5706: Practicum - Somatic Psychotherapy Consultation the Art and Science of Sensory Awareness Within the Environment

**Courses offered online or on the weekend.*

***PSC 6530 : Practicum / Special Project courses can be a thesis, project, or supervised practicum relevant to the chosen area of specialization*

Applied Arts and Media, BA

BA in Applied Arts and Media

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The **Bachelor of Arts in Applied Arts & Media** degree at AUSB is ideal for people with technical skills in art, design, and media fields such as makeup design, video editing and post-production, or set design who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment.

In this program, you'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

Students need a minimum of 180, and maximum of 200, quarter credits to graduate from Antioch University Santa Barbara's Bachelor of Arts Program. This program accepts a maximum of 135 quarter credits in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

- 60 or more upper-division units (almost all of our courses are upper-division)
- Foundational courses to establish context and familiarize you with the skills you'll use as you progress academically
- Eight (8) units of experiential, non-classroom learning such as internships, self-directed independent studies or prior learning, to associate academics with real-life applications
- Six (6) units of interdisciplinary, hybrid seminars focused on topics such as leadership, business communications, cultural contexts, justice and equity, or technology in society
- Nine (9) units directly related to your degree

Current Tuition and Fees

[University Tuition and Fees](#)

Major Core Coursework (Choose 4 courses=12 Quarter Credits)

- COM-3230: Social Media
- COM-3250: World Media
- COM-3980: Internship
- MGT-3220: Leadership & Project Management
- MKT-3010: Integrated Marketing Communication
- MKT-3020: Web Analytics
- MKT-3050: Strategic Marketing

Professional Core Courses (4 courses= 12 Quarter Credits)

- COM-3550: Intercultural Communication
- MGT-3230: Managing in a Global Environment
- POL-3920: Engaged Citizenship
- WRT-3210: Professional Writing

Applied Learning/Prior Experiential Learning (9 total credits)

- INT-3081: Senior Capstone Project
- Experiential Learning/Internship

21 Technical or Professional course Quarter Credits approved by Antioch Advisor

Applied Studies, BA

BA in Applied Studies

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The **Bachelor of Arts in Applied Studies** degree at AUSB gives college students with technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. In this program, you will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach.

You will find the courses at Antioch will expand your skills in written and oral communication, while fostering problem-solving and critical thinking skills and your ability to consider the social and ethical context of your profession.

Graduates with a degree in Applied Studies can advance their careers or open new doors in a variety of fields, including design, hospitality, the culinary arts, auto mechanics, and more. Students often apply the problem-solving and critical-thinking skills they learn in this program to their previous professional experiences in a leadership or supervising role.

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Arts in Applied Studies Program. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

- 60 or more upper-division units (almost all of our courses are upper division)
- Foundational courses to establish context and familiarize you with the skills you'll use as you progress academically
- Eight (8) units of experiential, non-classroom learning such as internships, self-directed independent studies or prior learning, to associate academics with real-life applications
- Six (6) units of interdisciplinary, hybrid seminars focused on topics such as leadership, business communications, cultural contexts, justice and equity, or technology in society
- Nine (9) units directly related to your degree

Current Tuition and Fees

[University Tuition and Fees](#)

Major Core Coursework (Choose 4 courses - 12 Quarter Credits)

- COM-3230: Social Media
- ECO-3760: Sustainable Business Practices
- ENT-3000: Entrepreneurship
- ENT-3790: Business Planning & Development
- MGT-3220: Leadership & Project Management
- MGT-3750: Business Ethics & Social Responsibility

Professional Core Courses (4 courses - 12 Quarter Credits)

- COM-3550: Intercultural Communication
- MGT-3230: Managing in a Global Environment
- POL-3920: Engaged Citizenship
- WRT-3210: Professional Writing

Applied Learning/Prior Experiential Learning (9 total Quarter Credits)

- INT-3081: Senior Capstone Project
- Experiential Learning/Internship

21 Technical or Professional course Quarter Credits approved by Antioch Advisor

Applied Technology and Business Leadership, BS

BS in Applied Technology and Business Leadership

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Science in Applied Technology and Business Leadership degree is ideal for people in technology and business professions - such as auto mechanics, information systems, and medical technology - who want to learn the critical practical skills central to advancement in the field. In this degree program, your courses will focus on leadership perspectives, planning, and business tools, and learn how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

Graduates of the Applied Technology and Business Leadership program effectively prepare themselves for higher roles and greater responsibility in their field. With additional training from dedicated faculty and small class sizes, Antioch University Santa Barbara is an ideal environment for adult learners to pursue their career goals in applied technology, business, and leadership.

The average time to complete the B.S. in Applied Technology & Business Leadership degree is 1-2 years, depending on the number of credits transferred into AUSB.

Students need a minimum of 180, and maximum of 200, quarter credits to graduate from Antioch University Santa Barbara's Bachelor of Science in Applied Technology and Business Leadership Program. This program accepts a maximum of 135 quarter credits in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer).

Current Tuition and Fees

[University Tuition and Fees](#)

Major Core Coursework (Choose 4 courses=12 Quarter Credits)

- ENT-3000: Entrepreneurship
- ENT-3790: Business Planning & Development
- GBL-3610: Global Economics
- MGT-3200: Business Finance
- MGT-3220: Leadership & Project Management
- MGT-3741: Organizational Strategy & Culture
- MGT-3750: Business Ethics & Social Responsibility
- MKT-3010: Integrated Marketing Communication

Professional Core Courses (4 courses= 12 Quarter Credits)

- COM-3550: Intercultural Communication
- MGT-3230: Managing in a Global Environment
- POL-3920: Engaged Citizenship
- WRT-3210: Professional Writing

Applied Learning/Prior Experiential Learning (9 total credits)

- INT-3081: Senior Capstone Project
- Experiential Learning/Internship

21 Technical or Professional course Quarter Credits approved by Antioch Advisor

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: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization

- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for the Concentration (36 credits)

- INT-3081: Senior Capstone Project
- PHL-3690: Ethics & Legal Issues in Human Services
- PSY-3400: Theories of Personality
- PSY-3440: Social Psychology
- PSY-3451: Contemporary Practices in Community Mental Health
- PSY-3470: Cognitive Psychology
- SOC-3510.SB: Diversity & Cultural Awareness
- QNT-3890: Research Methods & Statistics
- 9 quarter elective credits (internships encouraged)

Preparation for Graduate Study

The Applied Psychology concentration prepares students for graduate work in psychology, social work, and other related fields. It provides a meaningful background for a variety of other professional careers, as knowledge in psychology is central to many professions in our service-oriented society.

Students who intend to pursue doctoral-level graduate work in psychology should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and

familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work. Antioch Santa Barbara offers a Masters in Clinical Psychology with several concentrations.

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: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization

- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for the Concentration (36 credits)

- ENT-3000: Entrepreneurship
- ENT-3790: Business Planning & Development
- GBL-3610: Global Economics
- INT-3081: Senior Capstone Project
- MGT-3200: Business Finance
- MGT-3220: Leadership & Project Management
- MGT-3230: Managing in a Global Environment
- MGT-3750: Business Ethics & Social Responsibility
- MKT-3050: Strategic Marketing
- 9 quarter elective credits (internships encouraged)

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: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Child Development & Education (CDE) Concentration

The Child Development & Education concentration weaves a cohesive understanding of child development (from birth through adolescence), family systems, and social contexts to prepare culturally competent caregivers and educators. Responsive childhood education influences the formation of the individual for life. Students choosing the Child Development & Education concentration are most likely already in or planning to enter a field in which they will work with children. Antioch believes that childhood educators are among the most important in the educational spectrum. This degree provides students with an increased array of tools to bring to the all-important task of helping children develop to their fullest potential.

This concentration is ideal for people who seek careers in child development, education or advocacy, ranging from birth through adolescence. The degree also increases the student's marketability in a field with ever-increasing demands for trained professionals. Some students choose early childhood education as a vocation; others as a stepping stone into a K-12 credential program or Masters in Education.

Curriculum

The curriculum for this concentration allows students to deeply explore the principles and practices of childhood education, to consider their role in advocacy, and to think broadly about global issues and cultural contexts as they relate to child development. Students take courses in

psychology plus courses specific to early childhood education, child and adolescent development, and other related disciplines within the liberal arts. A unique aspect of this concentration is that students are required to enroll in a practicum in which they observe and reflect on the delivery of different models of childhood education as they are presented to different age groups. CDE students are also required to get a TB test in order for them to participate in the required practicum.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 45 quarter credits with at least 24 upper-division credits in the CDE field completed at AUSB.

Recommended Prerequisites

- Child, Family and Community
- Health, Safety and Nutrition of Young Children
- Child Growth and Development

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment

- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for the Concentration (36 Quarter Credits)

- CDE-3030: Child Psychology
- CDE-3040: Emerging Models of Early Childhood Education
- CDE-3070: Child Advocacy
- CDE-3080: Spec Education: Response to Intervention
- CDE-3100: Practicum: Child Advocacy
- CDE-3200: Parent/Child Relationships
- SOC-3510.SB: Diversity & Cultural Awareness
- PSY-3470: Cognitive Psychology
- 9 quarter credits of electives (internships encouraged)
- INT-3081: Senior Capstone Project

Liberal Studies, Communication and Marketing Concentration, BA

BA in Liberal Studies: Communication and Marketing

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Communication and Marketing Concentration

This exciting field of communication and marketing draws upon knowledge from several key disciplines including psychology, sociology, and economics. Learn how to harness critical thinking and media industry best practices to be an agent of change. Address the profound effect that effective communication and marketing have on today's society. Delve into the narrative process and forms of message distribution and human perspectives. You'll learn the importance of tracking and engaging in the most recent trends to stay ahead of your field, ultimately leading to a successful career.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for Concentration (36 credits)

- COM-3230: Social Media
- COM-3550: Intercultural Communication
- INT-3081: Senior Capstone Project
- MGT-3220: Leadership & Project Management
- MGT-3230: Managing in a Global Environment
- MKT-3010: Integrated Marketing Communication
- MKT-3020: Web Analytics
- MKT-3050: Strategic Marketing
- WRT-3210: Professional Writing
- 9 quarter credits of electives (internships encouraged)

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: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Environmental Studies Concentration

The Environmental Studies Concentration prepares students for graduate work in environmental studies, environmental policy, environmental advocacy, and other related fields including green energy and business. It provides a meaningful background for a variety of other professional careers, as knowledge in environmental studies is central to many professions.

Students who intend to pursue doctoral-level graduate work in environmental studies should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work.

The Environmental Studies concentration prepares students for careers in: environmental health and management; natural resources and conservation; outdoor and environmental education; environmental law, policy, and regulation; environmental advocacy; international environmental issues; and non-profit or non-governmental organizations (NGOs).

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for the Concentration (36 credits)

- ECO-3010: Environmental Justice & Advocacy
- ECO-3020: Marine Ecology

- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies
- ECO-3760: Sustainable Business Practices
- GBL-3610: Global Economics
- INT-3081: Senior Capstone Project
- POL-3920: Engaged Citizenship
- 9 quarter elective credits (internships encouraged)

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: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 credits from any one course code (e.g., CDE, PSY and ECO).

Liberal Arts (LBA) Concentration

A degree in Liberal Arts is considered to be one of the best foundations for a diverse range of careers and preparation for many graduate schools. In this concentration students gain an understanding of a broad range of subject areas and acquire the skills of critical thinking, problem solving, creativity, communication, and an appreciation for diversity.

AUSB adheres to the principles of a modern liberal arts education as outlined by the American Association of Colleges and Universities (AAC&U). In particular, the BA Program is aligned with the following Essential Learning Outcomes of (found at www.aacu.org):

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills, including: inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving
- civic knowledge and engagement, both local and global
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning
- integrative and applied learning through synthesis and advanced accomplishment across
- general and specialized studies

Curriculum

The Liberal Arts concentration is the most flexible with no prerequisites and ample courses every day and evening for easy scheduling. To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete courses from a wide range of academic disciplines. Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 credits from any one course code (e.g., CDE, PSY and ECO).

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Liberal Arts Concentration (36 quarter credits)

Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 credits from any one course code (e.g., CDE, PSY and ECO).

Liberal Studies, Professional and Creative Writing Concentration, BA

BA in Liberal Studies: Professional & Creative Writing

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization

- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Required Courses for the Concentration (36 credits)

- COM-3230: Social Media
- COM-3320: Odyssey: Digital Magazine Publication
- COM-3550: Intercultural Communication
- INT-3081: Senior Capstone Project
- WRT-3190: Creative Writing: Nonfiction
- WRT-3210: Professional Writing
- WRT-3390: The Personal Journal Literature & Self-Discovery
- WRT-3590: Academic Research Writing Methods and Techniques
- 9 elective quarter credits (internships encouraged)

Preparation for Graduate Study

The Professional and Creative Writing concentration prepares students for graduate work in multiple narrative areas, including writing for stage, screen, radio, and the page. AUSB offers a Master of Fine Arts in Writing and Contemporary Media. If you are interested in pursuing graduate study at Antioch, be sure to speak with your academic advisor or admissions counselor about your goals.

Management, BA

BA in Management

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Interdisciplinary Core Courses (18 quarter credits)

Complete the following courses and at least one course from each section listed below:

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility

- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Major Requirements for the Bachelor of Arts Degree in Management

(54 quarter credits in Management needed in total. At least 27 of those credits need to be from upper-division courses)

- COM-3550: Intercultural Communication
- ENT-3000: Entrepreneurship
- ENT-3790: Business Planning & Development
- GBL-3610: Global Economics
- INT-3081: Senior Capstone Project
- MGT-3200: Business Finance
- MGT-3220: Leadership & Project Management
- MGT-3230: Managing in a Global Environment

- MGT-3241: Business Of: Topic
- MGT-3681: Management: Best Practices
- MGT-3741: Organizational Strategy & Culture
- MGT-3750: Business Ethics & Social Responsibility
- MGT-3850.SB: Human Resources & Legal Issues
- MKT-3010: Integrated Marketing Communication
- MGT-3630: Global Strategic Management and Leadership
- MGT-3640: Lean Entrepreneurship
- MGT-3650: Responsible Management and Global Sustainability
- MKT-3050: Strategic Marketing
- Management Electives

Psychology, BA

BA in Psychology

Location: AU Santa Barbara

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

- INT-3020: Educational Foundations
- WRT-3100: Academic Writing

Ethics & Leadership (1 course; 3 quarter credits)

- PHL-3670: Ethical Issues in Contemporary Soc
- MGT-3750: Business Ethics & Social Responsibility
- PHL-3690: Ethics & Legal Issues in Human Services
- POL-3920: Engaged Citizenship
- SOC-3780: Racism & Sexism in America

Global (1 course; 3 quarter credits)

- COM-3550: Intercultural Communication
- GBL-3000: History of Globalization
- GBL-3610: Global Economics

- MGT-3230: Managing in a Global Environment
- PSY-3330: Culture & Emotion
- QNT-3890: Research Methods & Statistics
- *SOC-3510: Diversity and Cultural Awareness*

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics

Environmental (1 course; 3 quarter credits)

- ECO-3020: Marine Ecology
- ECO-3040: Conservation Biology
- ECO-3050: Natural History of Santa Barbara
- ECO-3450: Global Environmental Studies

Major Requirements for the Bachelor of Arts in Psychology

54 quarter credits in Psychology needed in total (at least 27 of those credits need to be from upper-division courses).

*Check with your advisor for details on which courses count for this area.

- Introduction Psychology - Must be transferred to AUSB
- Course in area of Psychopathology *
- Course in area of Personality *
- Course in area of Developmental and Aging *
- Course in area of Learning and Cognition *
- Course in area of Social and Community *
- Course in area of Contemporary Issues in Culture & Practice *
- Psychology Electives
- INT-3081: Senior Capstone Project
- PSYC-4250: Neuropsychology
- QNT-3890: Research Methods & Statistics

Antioch University Seattle

Welcome to Antioch University Seattle!

Since its founding in 1975, Antioch University Seattle has been an institution of choice in the Pacific Northwest for students who want higher education to reflect their interests and commitments. Our academic programs prepare learners for meaningful engagement with professions and practices that reflect Antioch's social justice mission by integrating the elements of that mission into their curriculum. Our programs in Psychology, Counseling and Therapy focus attention on social equity in order to graduate professionals whose expertise is informed by multiple perspectives and who support clients whose struggles are compounded by inequities. Our education programs engage future teachers and educators in developing skills and perspectives that create more just and inclusive schools, organizations, and communities. And our Bachelor's degree completion program provides a unique opportunity to students who have struggled to finish their degrees in more traditional settings through an engagement with the liberal arts and advanced interdisciplinary, individualized undergraduate work. At Antioch University Seattle, we are committed to an inclusive, caring environment in which student learning and growth is the priority of every member of our community.

The Antioch University Seattle campus is located in a modern building in the heart of the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. The campus houses classrooms, a library, computer access, art studio, dining hub, and study spaces. The campus is designed to be accessible to everyone, regardless of physical ability. AUS also hosts a number of low-residency and hybrid programs that offer maximum flexibility for working students or students outside of the Seattle area.

Sincerely,
Ben Pryor, PhD
Dean, School of Environmental Studies and CEO, Antioch University Seattle

Campus Leadership

Dean of Environmental Studies and CEO, AU Seattle Campus: Ben Pryor
Assistant Provost, Chief Student Services Officer: Sue Byers
Director of Student Accounts: Jon Stevens
Director of Financial Aid: Dan Malcore
Associate University Registrar: Julnasha Morehead
Coordinator of Disability Support Services: Jill Haddaway and Jane Harmon Jacobs
Primary Designated School Official (international student support): Heather Howell
School Certifying Official (VA Benefits): Jon Stevens
Director of Library Services: Bev Stuart

Campus Calendar

Please click [here](#) to view the Antioch University Seattle Academic Calendar.

Current Tuition and Fees

[University Tuition and Fees](#)

Department Overview: AUS Undergraduate Studies

Undergraduate Studies at AUS encompasses two upper division/ transfer degree completion programs for adult learners, plus a lower division certificate for early childhood educators. It also houses the Clemente Veterans Initiative. All AUS undergraduate programs share a passion for personal growth combined with discerning and enacting one's place responding to societal needs, a dynamic integration of experience with theoretical analysis, a progressive commitment to racial, economic and environmental justice, and pathways to further education. In Undergraduate Studies we form learning communities to pose questions, explore different perspectives and dialog together; to listen to, challenge and bear witness to one another as we further our own educational and career goals.

BA in Liberal Studies, with concentrations

The BA in Liberal Studies degree offers a great deal of flexibility to learners who want to combine a meaningful academic education with personally and socially relevant studies that further educational and career goals, providing a pathway to life dreams. Liberal Studies builds from current life experience and college credits, to help you refine competencies that will support you to be successful in whatever field you choose for future work and/or graduate school.

For most students, the area of academic concentration is the most important part of this degree, the place where head meets heart meets your future. The area of concentration is what speaks to you by way of passionate interest. It is what calls to you by way of vocation. It is an essential aspect of your identity. The Liberal Studies degree offers 8 academic concentrations, plus an individualized option:

- **Arts & Literature:** Whether it be through creative writing, visual arts or another creative discipline, you will gain a critical understanding of creative expression in historical, societal, cultural and contemporary context.
- **Communication & Media:** Envision media as an agent of change to understand the profound effect that media of all forms have on today's society.
- **Education:** This area emphasizes models for transformative education, and the need for equity, justice and systems reforms throughout all forms and levels of education.
- **Global & Social Justice Studies:** This concentration highlights the crucial role social movements play in creating a more equitable and peaceful world, while preparing students to more effectively shape the world we live in today.
- **Leadership & Sustainable Business:** Emphasizes adaptive leadership, entrepreneurial innovation, social responsibility and financial resilience within a just global economy.
- **Psychology & Counseling:** Learn how mind, body and emotions interact and how you can help others while pursuing a meaningful career.
- **Spiritual Studies:** Designed for those who want to study a variety of religious traditions and engage spiritual questions about our contemporary world.
- **Urban Ecology:** A highly interdisciplinary concentration that engages students in the study of food systems/urban agriculture, environmental justice, political economy, cultural studies, education, urban policy studies and social change.

- **Individualized:** Develop an individually-tailored curriculum that fits your particular passions. We will work with you to develop a specific degree concentration that achieves the learning necessary to accomplish your goals.

The Liberal Studies degree invites students to explore themselves, their communities, and the broader world. It requires a minimum of 36 quarter transfer credits; a total of 180-quarter credits; a minimum of 60 upper division credits (maximum 120 lower division credits). A minimum of 45 residency credits must be earned at Antioch. Degree requirements include liberal arts coursework, and an academic concentration of at least 40 credits, which can be met with a combination of transfer credits, prior learning credits and current Antioch University credits. Successful applicants to an Antioch MA program may overlap 12 credits of their BA with the first 12 credits of their masters degree.

Applicants to AUS BA degree completion programs are expected to have the following:

- A minimum of 36 transferable quarter credits
- Upper division writing and critical thinking skills
- Strong aptitude to work collaboratively with others in an interactive learning environment

BA in Health Counseling & Psychology (HCP)

Health Counseling & Psychology is designed for those interested in working at the intersection of wellness and mental health. It prepares students to meet the growing need for integrated healthcare and mental health workers. The Health Psychology and Counseling major offers evidence-based, wellness-focused, applied education that interweaves theory with solid experience in the field to prepare students for new work possibilities and/or graduate school.

Embedded in the liberal arts, the HCP degree invites students to explore themselves, their communities, and the broader world. It requires a minimum of 36 quarter transfer credits; a total of 180-quarter credits; a minimum of 60 upper division credits (maximum 120 lower division credits). A minimum of 45 residency credits must be earned at Antioch. Degree requirements include liberal arts coursework, as well as a minimum of 54 credits in the major (27 of which must be upper division), which can be met with a combination of transfer credits, prior learning credits and current Antioch University credits. Successful applicants to an Antioch MA Psychology program may overlap the final 12 credits of their BA with the first 12 credits of their masters degree.

Applicants to AUS BA degree completion programs are expected to have the following:

- A minimum of 36 transferable quarter credits
- Upper division writing and critical thinking skills

- Strong aptitude to work collaboratively with others in an interactive learning environment
- Demonstrated interest in wellness and mental health

Certificate in Culturally Responsive Early Childhood Education

This lower division certificate program supports early childhood education professionals to advance toward a 4-year degree using knowledge and expertise they already possess. The six-month program combines four current learning courses in reflective practice and writing with earning credit for work experience learnings, also known as prior learning credits. Participants grow their professional networks, expand their repertoire of teaching strategies, and enrich their childhood-learning environments.

Students attend eight, full-day class sessions each quarter, held on weekends, forming a dynamic learning community. Class sessions use the Adult Dual Language Model developed by the Center for Linguistic and Cultural Democracy. For the 22-23 academic year cohorts, half the instruction will be in Spanish and half will be in English. These cohorts are appropriate for both English and Spanish speakers. Bilinguals of other language groups are also welcome. Somali and Cantonese cohorts are planned for the future.

Graduates with this certificate will earn up to 57 credits: 12 current learning credits in writing and reflective practice, plus up to 45 prior learning credits in culturally relevant early childhood education.

Applicants to the Certificate in Culturally Responsive Early Childhood Education are expected to have the following:

- A minimum of 5 years of professional experience in the field
- Evidence of ability to do lower division (100 and 200 level) college courses, which could include any of the following: high school diploma, GED, home school certificate or successful completion of CLEP tests, a college course, or continuing professional education credits.

Clemente Veterans Initiative

The Clemente Veterans Initiative offers classroom learning in the humanities that explores military culture and the experience of war through moral philosophy, U.S. history, and critical writing. In Clemente, participants engage in a learning community that understands veterans' unique experiences and supports the journey home. Clemente Veterans Initiative is invested in helping veterans continue their education by using the Humanities to achieve both skills and confidence, and is open to all US veterans from all branches, regardless of discharge status, gender, or deployment. The course is free through a selective application process.

Using the Socratic method, Clemente Veterans Initiative emphasizes critical conversations about duty, freedom, honor, glory, grief, and other meaningful aspects of the military experience. In this exclusive program, you will:

- Learn in a community of veterans who understand and support you.
- Experience a college classroom without grades, tests, or prejudice.
- Get one-on-one support from professors who care about your experiences.
- Earn college credit without using your VA benefits.
- Develop your skills in academic writing and critical thinking

Applicants to the Clemente Veterans Initiative must be active service personnel, or veterans, or veteran-affiliated.

Department Overview: AUS Graduate Psychology

Applied Psychology, Counseling and Family Therapy Programs

The School of Applied Psychology, Counseling and Family Therapy (SAPCFT) provides education and training in the theory and application of psychological principles to current and future license-eligible clinical professionals. The School also provides rich curricula of study in the field of psychology for those who are interested in the subject but do not intend to become licensed professionals.

Steeped in Antioch's long tradition of recognizing the diversity of individual backgrounds, the curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Additionally, specializations and classes promote self-exploration, empowerment and whole-person learning. Informed by this tradition and viewpoint, the School of Applied Psychology, Counseling and Family Therapy balances traditional and contemporary perspectives in the field to develop graduates who are informed, effective practitioners and change agents. Ultimately, the professional licensure specializations develop practitioners who become part of an Antioch community of mental health professionals dedicated to helping their clients adapt to the challenges created by life in a rapidly changing and complicated world.

A Commitment to Diversity

Antioch University Seattle's School of Applied Psychology, Counseling and Family Therapy programs reflect the University commitment to diversity in at least three distinct areas:

Curriculum: Skill-based classes and field experience address emerging issues and trends and promote values of ethical practice, social responsibility and cultural pluralism. The courses deliver the critical skills and knowledge necessary to prepare students to meet professional challenges and serve a diversity of people.

Faculty: Core and teaching faculty bring broad professional experience and diverse backgrounds in education to Antioch Seattle. In addition to their teaching and advising responsibilities, they are active in their professional communities and/or in clinical practices.

Students: Masters and doctoral level graduate students at Antioch vary in age, background and professional experience as well as ethnicity. Many have worked in psychology-related fields, such as substance abuse or crisis hotline work. Some are homemakers preparing to re-enter the workforce. Others are leaving professions such as banking, law or education to prepare for a different career. A few enter immediately after receiving their undergraduate degrees.

Required Corequisite in Writing

Writing is an integral part of academic studies in the SAPCFT. All MA students are required to register for Writing in Psychology (WRTG-6110) their entry quarter, unless assessment scores indicate an exemption. Writing assessments are conducted formally through the Center for Teaching and Learning: the Writing Lab coordinates synchronous online assessment sessions that last approximately one hour each. The writing assessment constitutes an important required step in the MA candidate's application process. This exercise is designed to assess the writing proficiency of and supports required for candidates entering a rigorous, academic program that relies greatly on successful written discourse.

WRTG-6110 Writing in Psychology offers graduate students in the SAPCFT a comprehensive experience in writing from and about research for the psychological discourse community. The class emphasizes critical reading & thinking, the development of technical & library skills as well as the integration of primary and secondary sources in graduate level writing. Students gain experience in composing in multiple genres requiring formal research.

Doctorate (PhD) in Counselor Education and Supervision

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative

arts therapy counselor education and supervision. Students who complete the PhD in Counselor Education and Supervision most often go on to achieve positions in higher education as faculty and/or researchers; in community or governmental organizations as clinical supervisors and/or program administrators; or in research positions in public or private mental health sectors. There are also many opportunities for leadership positions within the profession of counseling.

Program Intent and Mission

The PhD in Counselor Education and Supervision at Antioch University Seattle is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program seeks to meet the growing need for highly qualified counselor leaders - advanced counseling practitioners, educators and supervisors - attracting candidates regionally as well as nationally and internationally.

Distinct Curricular Themes

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 encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
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. A Creative Arts

Therapy cognate area is designed for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Program Goal and Objectives

The PhD in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.
- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

- Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

Program and Curricular Overview

The degree requires 72 quarter credits over a minimum of three academic years. Students who have graduated from a CACREP accredited master's degree will be considered to have met "entry level" requirements for the practice of counseling, depending on the total credit requirement of their master's degree program. Students who graduated from other counseling and related programs must document that they have met the equivalent requirements or will be required to complete those as part of their doctoral program.

The program allows students to pursue advanced study in one of two cognate areas: Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision. Additionally, the program provides for advanced preparation in the following content areas:

- Theory pertaining to the principles and practice of advanced counseling, group work, consultation, and counselor supervision
- Instructional design and methods relevant to an andragogy consistent with the best practices associated with reflective learning and counselor training
- Design and implementation of quantitative and qualitative research methodology related to the inquiry of counseling practice and program delivery outcomes
- Advanced practices in counselor education leadership, ethics, social advocacy, and multicultural counseling, supervision, and training
- A unique cognate integrating the creative arts therapies with counselor training, supervision, and masters level program development in Art, Drama, Play, and other creative arts therapy

Career Choices for Counseling Graduates

Many professional options are open to graduates of the Counseling Programs (MA CMHC or PhD in CES). Depending on the specialization, graduates can seek professional positions in organizations such as community agencies, health care settings, hospitals, mental health clinics, private practices, colleges and universities, consulting and research. Due to shared CACREP accreditation, the 90 MA CMHC credits may (at the discretion of any given university/program) fully transfer into CACREP accredited or aligned doctoral programs in Counselor Education and Supervision (CES). Those who choose to continue their education find the CACREP accredited Antioch CMHC degree provides a solid foundation for entering a doctoral program in Counselor

Education and Supervision, or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

Graduates of the PhD in Counselor Education and Supervision program will have expanded opportunities in counselor education, leadership, and supervision practices. They will find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Graduates work in private practice, for state or county agencies and at universities.

Non-clinical pathway option

Students in the clinical degrees of MA in Couple and Family Therapy and MA in Counseling programs may decide or be advised that completing the internship and training requirements for the degree is not feasible or no longer desired. The MA in Psychology represents an alternate pathway for students to earn a non-clinical master's degree. Such an option does not prepare students to become licensed counselors, and cannot be converted at a later time to a clinical degree. Please see the MA in Psychology: Integrative Studies page for further information about this pathway, or speak with your advisor if considering this option.

Admission Requirements

Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average. The PhD candidate will demonstrate a high level of professional autonomy and the ability to work in collaboration with others -- qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university. The Admission process is as follows:

Applicants will have completed a master's degree in counseling or closely related field that includes the areas of competency required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

1. Applicants will be License eligible in Washington State.
2. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice (e.g. Art, Drama, Dance/Movement, Music, or other creative arts therapies).

3. Doctoral candidates are expected to have the potential to write at a scholarly level.
4. 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.

Doctor of Psychology (PsyD) in Clinical Psychology

The PsyD program at Antioch University Seattle prepares students for competent entry as a generalist into the practice of health service psychology through doctoral education and training. The PsyD program aims to educate students as health service psychologists and as scholars in psychology in order to promote health, education, social justice, and human welfare. Our curricula shall advance students in the broadest and most liberal manner, including conducting research in psychology. We seek to promote the highest standards of ethics, conduct, education, and achievement in a manner that balances traditional and contemporary perspectives in order for students to become responsible change agents in our complex world.

APA Accreditation

Antioch University Seattle's (AUS) PsyD program was conferred a period of five years of accreditation by the American Psychological Association (APA) on Friday, November 17, 2017. The APA is the premiere psychology organization in the United States, overseeing standards, practices, and research in both psychology and psychiatry to "benefit society and improve people's lives." The organization is affiliated with over 60 national and international associations and has been influential on decisions ranging from marriage equality to conduct in war. AUS PsyD is the only APA-accredited PsyD program in Clinical Psychology in the state of Washington and in our geographic area.

Program Design

Antioch University Seattle's PsyD program is a 140-quarter credit doctoral degree program that is organized into an 11-week quarter system. The PsyD program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism.

AUS's PsyD program implements a competency-based assessment process whereby students are asked to apply knowledge to practice, demonstrating that they can use the disciplinary content they learn. Competencies are woven into all classes, supervisor evaluations, and other measures of student performance. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners, and agents of change in a complex world.

The overarching goal of the PsyD program is to prepare students for competent entry into the practice of professional psychology and meets Washington's State licensure requirements for clinical psychology. To accomplish this, we have identified three broad goals and nine objectives. Below are the goals, objectives, and competencies for our program:

Aim #1: Graduates are competent for entry-level practice as health service providers and professional psychologists in multiple roles.

- Objective 1.A: Students intervene to alleviate suffering and promote health.
 - *Competency: Intervention*
- Objective 1.B: Students assess clients and communicate their findings
 - *Competency: Assessment*
- Objective 1.C: Students design, analyze, and report on research and evaluation
 - *Competency: Research*
- Objective 1.D: Students accept and offer supervision and consultation
 - *Competency: Supervision and Consultation*

Aim #2: Graduates are reflective practitioner/scholars.

- Objective 2.A: Students build meaningful relationships with clients, organizations, and their community.
 - *Competency: Communication and Interpersonal Skills*
- Objective 2.B: Students integrate science with theory and practice.
 - *Competency: Assessment and Intervention*
- Objective 2.C: Students practice ethically and professionally.
 - *Competencies: Ethical/Legal Standards and Professionalism*

Aim #3: Graduates are socially responsible and work for social justice.

- Objective 3.A: Students celebrate diversity and avoid oppressing others.
 - *Competency: Social Justice & Individual/Cultural Diversity*
- Objective 3.B: Students are agents of social change

- *Competency: Social Justice*

Features of the Program

- Antioch University Seattle provides broad and general doctoral-level study and training in the theory and application of clinical psychology. The curriculum promotes values of ethical practice and social responsibility
- The PsyD program is a tightly planned five year, full-time program
- Elective course options and an annual series of colloquia and workshops focusing on clinical practice trends, evidence-based practices, and social justice round out the program
- Practical experiences integrated throughout the program, including a full-year internship are required
- Clinical focus with flexibility to choose a clinically-relevant doctoral dissertation
- On-site Community Counseling Clinic for supervised training
- Potential involvement with faculty research, publication and other scholarly activities including the Institute of War Stress Injuries, Recovery, and Social Justice
- Participation in a social justice practicum
- Preparation for licensure and entry-level competence in the practice of clinical psychology
- An academic, non-terminal Master of Arts in Psychology degree is awarded after satisfactory completion of 60 required quarter credits

Elective Coursework

Elective course options for the program may include these areas:

- Forensic Psychology
- Integrated Behavioral Health Psychology
- Clinical Neuropsychology
- Pediatric Psychology
- History of War and Traumatic Stress Injuries: Social Justice Perspective

Graduation Requirements

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

- (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 40 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 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 7010 - PSYC 7030 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 internship by using the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Match Program. Local and national sites are available for application.

Student Admissions, Outcomes, and Other Data Time to Completion

The AUS Psy.D. program is designed to be completed in five years on a full-time year-around basis, including coursework, clinical training, and dissertation. Students past 7 years must petition to continue in the program on an annual basis with the maximum time to complete the program within 10 years in extraordinary circumstances. For additional program outcome data (i.e., licensure rate, attrition rate, internships, program costs, time-to-completion rate), please visit the Psy.D. Program Website.

Admission Requirements

Application materials should demonstrate:

- Critical thinking skills
- Graduate-level writing skills
- Ability to complete a rigorous doctoral program

Admission is selective. Finalists are invited for a campus interview. The Admissions Committee of the program determines admission. Decisions of the Committee are final.

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Current resume or CV
- Previous undergraduate degree from a regionally accredited institution with a minimum cumulative GPA of 3.0.
- 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.

Department Overview: AUS Licensure and Graduate Education

Graduate Education Programs

The School of Education provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and response to contemporary demands on and opportunities for children, youth and adults.

Antioch Seattle education programs draw on current research and study the implications of that research for learning. All offerings in the School promote constructivist pedagogy, critical reflection about practice in the increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions including schools, and commitment to social justice through transformative education. Education programs emphasize close integration of theory and practice and reflect Antioch's commitment to social justice, whole person learning and leadership for responsible educational change.

All education candidates are expected to develop as competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Addiction Studies, Certificate

Certificate in Addiction Studies

Location: AU Seattle

Credits for Degree: 15 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The **Antioch University Seattle Addictions Studies Certificate (ASC)** Program is an opportunity to learn about current approaches to treating Substance Use Disorders, effective trauma-informed interventions, and the social justice issues many clients with SUD's and mental health issues face.

The (ASC) will not only fulfill the **Washington State Department of Health** education requirements for the **Substance Use Disorder Alternative Learning** option, but the curriculum will be based on the most recent, cutting edge theories, practices, and techniques made available by the leaders in this field. The Addictions Certificate Program will include a framework to address larger socioeconomic and political issues connected to treating addiction, the social justice issues that these clients, and the agencies treating them face, as well as an orientation to various treatment center milieus and cultures.

The spirit of our program is in service of integrating the fundamentals of addiction counseling that have proven to be effective, the explosion of neuroscience research supporting the strong relationship between trauma and addiction, as well as cutting edge clinical interventions that honor the relationship between mental health issues, attachment injury, trauma, and addiction.

The purpose of the Addiction Studies Certificate is to prepare students and professionals with the knowledge and clinical skills required to become an **SUDP in the State of Washington via the SUDP Alternative Learning path**. The ASC aims to increase participants' knowledge and skill to provide for the therapeutic needs of clients struggling with substance use disorders and mental health issues. Students and professionals who complete this Certificate will be knowledgeable and clinically competent to treat significant others as well, as this curriculum is heavily influenced by family systems theories. Aligned with our mission statement, course curriculum is infused with learning experiences that raise awareness about social justice issues related to addiction treatment and skills to become an ally and advocate. Antioch University Seattle will be providing a graduate-level, integrated, cutting edge program to educate counselors with a desire to work with individuals suffering from addiction.

Current Tuition and Fees

Required Courses

- COUN-5290: Survey of Addiction
- COUN-5701: Substance Use Disorder Law & Ethics nagement in Addiction Counseling
- COUN-5702: American Society of Addiction Medicine (ASAM) Criteria
- COUN-5710: Advanced Clinical Skills for Individual, Groups, Family, Adolescents, Kids in Addiction Counseling
- COUN-5722: Treatment of Addiction
- COUN-5610: Psychopharmacology & Physiology of Addiction

Counseling, Clinical Mental Health Counseling, Art Therapy specialization, MA

MA in Counseling: Clinical Mental Health Counseling/Art Therapy

Location: AU Seattle

Credits for Degree: 94 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 51 months

Program Overview

Students develop comprehensive skills in art therapy concurrent with earning a master's degree in Couple and Family Therapy or Clinical Mental Health Counseling. The Art Therapy specialization is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Art Therapy students meet educational requirements towards art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). Degrees with this specialization also meet the educational requirements for Washington State licensure in and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, applicants must have

- Art coursework (27 quarters/18 semester hours) in both 2D and 3D media. Painting, drawing, and ceramics/sculpture are required.
- A portfolio of 20 works that demonstrate multiple media competencies. Portfolios presented on PowerPoint are preferred, and they may be submitted as a PDF document, or a link to a website that contains your portfolio. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology coursework (18 quarter/12 semester hours) including Abnormal Psychology and Lifespan or Developmental Psychology (course must include at least two developmental stages) with a minimum grade of C taken within the last 10 years.

Current Tuition and Fees

Plan of Study

Required Psychology Courses (39 quarter credits)

- COUN-5001: CMHC Group Advising
 - COUN-5050: Systems Perspectives in Family Therapy
 - COUN-5060: Communication and Counseling Skills
 - COUN-5080: Counseling Profes & Identity
 - COUN-5105: Counseling Theories & Practice: Part One
 - COUN-5115: Counseling Theories & Practice: Part Two
 - COUN-5150: Psychopathology
 - COUN-5160: Psychodiagnostics and Treatment Planning
 - COUN-5231: Human Growth and Development Across the Lifespan
 - COUN-5270: Career Development and Counseling
 - COUN-5520: Research Methods: Tests and Measurements
 - COUN-5600: Trauma, Disaster Response & Crisis Counseling
 - COUN-5980: Internship Preparation
- COUN - 6300-6410 Advanced Theories: Varying Topics*

Required Art Therapy Courses (42 quarter credits)

- COUC-5030: Family of Origin Systems and Creative Arts Therapies
 - COUC-5040: Multicultural Perspectives & Creative Arts Therapy
 - COUC-5050: Group Art Therapy
 - COUC-5070: Art Therapy in Diverse Setting Individ and Group Therapy
 - COUC-5080: Techniques and Practices of Art Therapy
 - COUC-5100: History and Theory of Art Therapy
 - COUC-5180: Ethics in Creative Arts Therapy
 - COUC-5400: Develop & Treatment Models: Art Therapy
 - COUC-5510: Intro to Creative Arts Therapy Research Family Therapy
 - COUC-5920: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy
 - COUC-6510: Advanced Art Therapy Research Individual & Family Therapy
 - COUC-6530: Advanced Art Therapy Assessment
 - COUC-6500: Creative Arts Therapy Master's Project
- OR**
- COUC-6600: Creative Arts Therapy Thesis

Required Internship Credits (14 quarter credits)

- COUC-6003: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 1-2
- COUC-6005: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 3-4

Counseling, Clinical Mental Health Counseling, Dance/Movement Therapy specialization, MA

MA in Counseling: Clinical Mental Health Counseling and Dance/Movement Therapy

Location: AU Seattle

Credits for Degree: 104.5 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 42 months

Program Overview

Students develop competencies in dance/movement therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, and in accordance with the ADTA (American Dance Therapy Association) admissions standards:

- We look for candidates with an undergraduate degree in diverse backgrounds such as liberal arts, dance, psychology, biology, engineering, etc. (A degree in psychology and/or dance is not required.)
- Significant experience in at least two different dance/movement forms (such as ballet, modern, jazz, improvisation, popular/street/indigenous, liturgical, ballroom, traditional/ethnic/folk, African, Caribbean, Korean, Latin, Middle Eastern, Native American, Tai-chi, Aikido, etc.) and in-depth knowledge of one of them is required.
- Teaching, performing, and/or choreography experience is preferred.

College-level psychology courses are recommended.

Current Tuition and Fees

[University Tuition and Fees](#)

Required Clinical Courses

- COUN-5060: Communication and Counseling Skills
 - COUN-5050: Systems Perspectives in Family Therapy
 - COUN-5105: Counseling Theories & Practice: Part One
 - COUN-5115: Counseling Theories & Practice: Part Two
 - COUN-5150: Psychopathology
 - COUN-5160: Psychodiagnostics and Treatment Planning
 - COUN-5231: Human Growth and Development Across the Lifespan
 - COUN-5270: Career Development and Counseling
 - COUN-5290: Survey of Addiction
 - COUN-5600: Trauma, Disaster Response & Crisis Counseling
 - COUN-5080: Counseling Profes & Identity
 - COUN-5980: Internship Preparation
 - COUN-5520: Research Methods: Tests and Measurements
- COUN6300-6380: *Advanced Theories: Varying Subtitles (see catalog for specific #)*

Required Dance Movement Therapy & Creative Art Therapy Courses

- COUN-5030: Family of Origin Systems
- COUN-5040: Multicultural Perspectives
- COUN-5180: Ethics and Professional Issues
- DMT-5020Q: Psychomotor Assess Chld
- DMT-6410Q: Foundational Theories of DMT
- DMT-6200Q: Social Identities, Power, and Inequities a Systemic Perspective
- DMT-6010Q: Psychopathology and Treatment Planning DMT Perspectives
- DMT-6041Q: Group Work in DMT: Liberatory Practices
- DMT-5010Q: Psychomotor Assessment of Adults
- DMT-6500Q: Advanced DMT Seminar Professional Identity
- DMT-6220Q: DMT & Counseling Approaches to Crisis And Trauma
- DMT-5700Q: Research and Evaluation in Systemic And Creative Arts Therapies
- DMT-6911: Practicum in DMT I Theoretical Applications
- DMT-6921: Practicum in DMT II Theoretical Applications

Required Internship Credits

Take 16 credits from the following:

- COUC-6003: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 1-2 (*take 4*)

- COUC-6005: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 3-4 (*take as needed*)

Counseling, Clinical Mental Health Counseling, Drama Therapy specialization, MA

MA in Counseling: Clinical Mental Health Counseling, Drama Therapy

Location: AU Seattle

Credits for Degree: 91 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 54 months

Program Overview

Students develop competencies in drama therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission requirements:

In addition to fulfilling general admission requirements, applicants must have:

- Drama coursework (at a minimum, 2 3-quarter-credit courses in Drama such as Improvisation, Directing, Drama/ Theater in education, Acting or Playwriting) or 270 hours of direct theater experiences including acting, directing and/or improvisational work performed in a college, community or professional setting)

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Courses: (to be completed before Pre-Internship Practicum)

- COUC-5030: Family of Origin Systems and Creative Arts Therapies

- COUC-5220: Intro Drama Therapy
- COUC-5040: Multicultural Perspectives & Creative Arts Therapy
- COUN-5060: Communication and Counseling Skills
- COUN-5050: Systems Perspectives in Family Therapy
- COUC-5212: Ethics and Professional Issues Drama Therapy
- COUN-5070: Group Counseling
- COUN-5105: Counseling Theories & Practice: Part One
- COUN-5115: Counseling Theories & Practice: Part Two
- COUN-5150: Psychopathology
- COUN-5160: Psychodiagnostics and Treatment Planning

Required Courses: (to be completed before Internship)

- COUN-5270: Career Development and Counseling
- COUN-5080: Counseling Profes & Identity
- COUC-5240: Improvisation
- COUC-5260: Psychodrama
- COUN-5520: Research Methods: Tests and Measurements
- COUC-5090: Creative Arts Therapy
- COUN-5231: Human Growth and Development Across the Lifespan
- COUN-5290: Survey of Addiction
- COUN-5600: Trauma, Disaster Response & Crisis Counseling
- COUC-5200: Special Populations in Drama Therapy
- COUC-5280: Community Based Theater and Sociodrama
- COUC-5300: Intro to Drama Therapy Research

Advanced Theories - Take one of the following courses:

- COUN-6300: Advanced Theories: Existential
- COUN-6310: Advanced Theories: Brief Therapies
- COUN-6320: Advanced Theories: Jungian
- COUN-6330: Advanced Theories Introduction to Buddhist Psychology
- COUN-6340: Advanced Theories: Gestalt
- COUN-6360: Advanced Threories Cognitive Behavior Therapy
- COUN-6380: Adv. Theories: Adlerian Therapy
- COUN-6400: Adv. Theory: Attachment Theory
- COUN-6810: Advanced Theory and Practice in Sex Ther apy

Required Pre-Internship Practicum Courses

- COUN-5980: Internship Preparation
Complete 2 credits of:
- COUN-5920: Pre-Intern Practicum in CMHC Supervision

Required Culmination Project

- COUC-6500: Creative Arts Therapy Master's Project

Required Internship Courses

Complete 2 quarters of:

- COUC-6007: Clinical Mental Health Counseling/Drama Therapy Internship and Case Consultation Quarter 1-2

Complete 2 quarters of:

- COUC-6009: Clinical Mental Health Counseling/Drama Therapy Internship and Case Consultation Quarter 3-4

Counseling, Clinical Mental Health Counseling, MA

Master of Arts in Counseling: Clinical Mental Health Counseling

Location: AU Seattle

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 51 months

Program Overview

Students in the CMHC program acquire comprehensive skills for the practice of counseling in a diverse society. The CMHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling. These goals are accomplished through a combination of required coursework, electives, practical experience and a supervised internship. This clinical program meets the educational requirements for Washington state licensure in Clinical Mental Health Counseling as well as the national standards of the counseling profession. The CMHC program is also professionally accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Addictions Studies Concentration/Certificate

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Addiction Studies courses are available to MA CMHC, CFT or CAT students, community members and alumni and have been designed to meet the Washington State Department of Health education requirements for the alternative training track to become a CDP (Chemical Dependency Professional) now available to licensed mental health counselors and licensed marriage and family therapists, as well as several other professions. This certificate/concentration is an opportunity to deepen understanding and skills for effectively treating addiction. Students must successfully complete Survey of Addiction to take the other courses.

Multicultural Counseling Concentration

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Multicultural Concentration is available to MA CMHC, CFT or CAT students the Multicultural Counseling concentration is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings.

The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities. The primary objectives are to increase students':

1. Awareness of their own cultural values and biases in developing empathic and culturally sensitive counseling relationships as well as their social impact on others;
2. Understanding on how race, culture, ethnicity, oppression, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking actions, and the appropriateness or inappropriateness of counseling approaches;
3. Skills in adapting to the cultural values of various diverse groups as well as addressing barriers that prevent minorities from accessing mental health services as well as other discriminatory practices;
4. Confidence in applying culturally appropriate intervention strategies, especially in the context of internalized oppression/privilege within the counseling relationship in order to promote client and community resilience.

Coordinator: Dr. Mariaimeé Gonzalez, PhD

Prerequisites: Graduate Status and Coordinator Permission. Earned Intermediate Competency in COUN-5040 Multicultural Perspectives (3 quarter credits)

The 15 quarter credit multicultural counseling concentration incorporates courses currently available within the MA degree offerings in the School of Applied Psychology, Counseling, Couples and Family Therapy.

Current Tuition and Fees

[University Tuition and Fees](#)

Required Courses Completed Before Internship (58 quarter credits)

- COUN-5001: CMHC Group Advising
- COUN-5030: Family of Origin Systems
- COUN-5040: Multicultural Perspectives
- COUN-5050: Systems Perspectives in Family Therapy
- COUN-5060: Communication and Counseling Skills
- COUN-5070: Group Counseling
- COUN-5080: Counseling Profes & Identity
- COUN-5105: Counseling Theories & Practice: Part One

- COUN-5115: Counseling Theories & Practice: Part Two
 - COUN-5150: Psychopathology
 - COUN-5160: Psychodiagnostics and Treatment Planning
 - COUN-5180: Ethics and Professional Issues
 - COUN-5231: Human Growth and Development Across the Lifespan
 - COUN-5270: Career Development and Counseling
 - COUN-5290: Survey of Addiction
 - COUN-5500: Research Methods Introduction to Research
 - COUN-5520: Research Methods: Tests and Measurements
 - COUN-5600: Trauma, Disaster Response & Crisis Counseling
 - COUN-5920: Pre-Intern Practicum in CMHC Supervision
 - COUN-5930: Supplemental Supervision Supervision
 - COUN-5980: Internship Preparation
- COUN-6300-6410 Advanced Theories: Varying topics (3 quarter credits)*

Required Internship Credits (16 quarter credits)

- COUN-6003: Clinical Mental Health Counseling Intern ship and Case Consultation
Quarter 1-4

Elective Courses (16 quarter credits)

- **Complete at least one elective from the Multicultural Counseling Series***
- The remaining electives may be completed from any of the following areas

Multicultural Counseling Certificate (15 quarter credits)

Complete at least one course from the Multicultural Series. The remaining courses may be completed for an optional certificate

Multicultural Series Courses*

- COUN-5350: Historical and Socio-Cultural Perspectives
- COUN-6160: Treating Internalized Oppression
- COUN-6700: Attunement Skills in Multicultural Counseling
- COUN-5450: Latinx Counseling Experiences and Practices
- COUN-5430: Asian Americans and Pacific Islanders Counseling Experiences and Practices
- COUN-5440: American Indians Counseling Experiences and Practices
- COUN-5410: Jewish American Counseling Experiences and Practices
- COUN-6620: Spirituality, Religion, and Atheism in Counseling

- COUN-5400: African American Counseling Experiences and Practices
- COUN-5460: Clients with Disabilities Experiences and Perspectives in Counseling
- COUN-5471: Diversity in Sexual Expression
- COUN-6350: Adv T: Somatic Theory & Oppression
- COUN-5240: Human Sexuality
- COUN-5664: Trauma and Social Justice
- COUN-5452: Latinx Ethics, Social Justice, and Advocacy
- COUN-5454: Latinx Counseling Theories and Clinical Practice
- COUN-5475: Counseling Along the Gender Spectrum
- COUN-6650: Person of the Therapist III Utilization of Self
- COUN-6710: Multicultural Counseling Advanced Seminar

Addiction Studies Certificate (15 quarter credits)

Optional Certificate

- COUN-5290: Survey of Addiction
- COUN-5610: Psychopharmacology & Physiology of Addiction
- COUN-5700: Advanced Assessment, Ethics, and Case Management in Addiction Counseling
- COUN-5710: Advanced Clinical Skills for Individual, Groups, Family, Adolescents, Kids in Addiction Counseling
- COUN-5720: Advanced Addiction Theory and Practice, Groups, Adolescents & Children

Counseling, Clinical Mental Health Counseling, MA (low-residency)

Master of Arts in Counseling: Clinical Mental Health Counseling (low-residency)

Location: AU Seattle

Credits for Degree: 90 quarter credits

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

Standard time to completion: 39 months

Program Overview

The low residency Masters of Arts in Clinical Mental Health Counseling (CMHC) program is based on the current Clinical Mental Health Counseling program at Antioch University Seattle that has been accredited since 2012 by [COUNCIL FOR ACCREDITATION OF COUNSELING RELATED EDUCATION PROGRAMS \(CACREP\)](#). The curriculum meets the highest standards in counselor training and supervision with advanced competencies in multicultural counseling, evidence-based practices, and clinical competencies.

At a total of 90 graduate credits, the low residency CMHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling empowering diverse individuals, families, and groups. With a greater emphasis on multicultural counseling competence and mental liberation, the program will also equip student to address community and institutional inequities consistent with a social justice counseling orientation. These goals are accomplished through a combination of required coursework, electives, practical experience, and a supervised internship. Concentrations in Addiction Counseling, Trauma Counseling, Advanced Multicultural Counseling, Latinx Mental Health Counseling, Play Therapy, and Human Sexuality are also available.

The Clinical Mental Health Counseling program exceeds the educational requirements for Washington state licensure in Mental Health Counseling (LMHC), and as an accredited program, meets national curriculum standards described by the Council for Accreditation of Counseling and Related Educational Program (CACREP).

Students in Clinical Mental Health Counseling address the following knowledge areas in their graduate studies:

- Graduate-level understanding of fundamental theoretical models of human behavior within the counseling field;

- The ability to make use of research literature and other sources of relevant knowledge, as an integral part of the ongoing responsible practice of counseling;
- Skills in building relationships including the development and deepening of self-awareness, empathy, ethical awareness, social responsibility, and respect for human diversity;
- Graduate-level mastery of counseling skills including an ability to apply one's knowledge and relationship- building skills to the counseling situation, to think critically about human behavior and the counseling relationship, and to integrate theory with practice in ways which facilitate ethical and effective practice as a counselor; and
- Knowledge of professional development issues, professional organizations and state requirements for practice as a clinical mental health counselor.
- Developed with the working professional in mind, the MA in CMHC is a unique low residence, 3.25-3.5 years to complete, and year-round cohort models. Classes meet on Monday mornings, afternoons and evenings. In addition to the online course work, students will attend two five-day residencies (winter and summer quarters) per academic year. Summer residences are held in gorgeous Seattle, Washington and winter residencies are held in beautiful Santa Barbara, California. The residential experiences will provide opportunities for intensified face-to-face training and community enrichment, and a seminar format for rich discourse and meaning making. This collective experience is consistent with an infused emphasis on multicultural discourse, resilience, civil enrichment, and social justice.

For those interested in expanding their counseling career into the areas of teaching, supervision, research and leadership, 72 credits of the master's degree will transfer into the 144-credit **PhD in Counselor Education & Supervision**.

Residencies:

Two per year. Week long residencies are held summer and winter terms during the first two years of the program. The summer residency is held in Seattle, Washington and the winter residency is held in Santa Barbara, California

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

First Year:

(All coursework is completed prior to your internship)

- COUN-5042: Multicultural Counseling Cultivating Self Awareness
- COUN-5080: Counseling Profes & Identity
- COUN-5041: Multicultural Counseling Intersectionality
- COUN-5180: Ethics and Professional Issues
- COUN-5060: Communication and Counseling Skills
- COUN-5231: Human Growth and Development Across the Lifespan
- COUN-5050: Systems Perspectives in Family Therapy
- COUN-5500: Research Methods Introduction to Research

Second Year:

- COUN-5105: Counseling Theories & Practice: Part One
- COUN-5150: Psychopathology
- COUN-5115: Counseling Theories & Practice: Part Two
- COUN-5160: Psychodiagnostics and Treatment Planning
- COUN-5070: Group Counseling
- COUN-5600: Trauma, Disaster Response & Crisis Counseling
- COUN-5270: Career Development and Counseling
- COUN-5520: Research Methods: Tests and Measurements
- COUN-5920: Pre-Intern Practicum in CMHC Supervision

Third Year:

- COUN-5290: Survey of Addiction
- COUN-6300: Advanced Theories: Existential
- COUN-5920: Pre-Intern Practicum in CMHC Supervision
- COUN-6003: Clinical Mental Health Counseling Intern ship and Case Consultation Quarter 1-4 (take 3 times)
- Elective/Concentration* (take 3)

Year (3.25) Last Summer Term:

- COUN-6003: Clinical Mental Health Counseling Intern ship and Case Consultation Quarter 1-4
- Elective/Concentration*

Elective Courses:

Elective courses provide students with an opportunity to advance their clinical training in particular areas and to pursue interest areas with depth beyond material covered in the required

courses. Elective courses are offered on a regularly scheduled rotation throughout the academic year. In addition, students are required to take one course from each of the following domains:

- Multicultural Counseling Series (titles vary), or
- Historical and Socio-Cultural Perspectives in Psychology Series (titles vary)
- Elective concentrations are also offered in Addiction Counseling, Trauma Counseling, Latinx Mental Health Counseling, Clinical Treatment courses (children, adolescents, older adults), Creative Modalities courses (music, writing, dramatic enactment, movement), Counseling & Spirituality courses (Introduction to Counseling & Spirituality, and Integrating Challenges in Psycho-Spiritual Work), and Advanced Theories courses (Psychosynthesis, Buddhist, Integral, Jungian, Existential, Cognitive, Adlerian, and Brief approaches) as well as select course work in the Couples and Family Therapy program and the Art Therapy and Drama Therapy specialties.

Internship Experience:

All students participate in an internship in a professional setting. This experience will enable you to validate and clarify the theory you acquire in the classroom as you develop your own role as a clinician. Examples of internship sites include the following:

- Community mental health agencies
- Career and employment agencies
- Correctional facilities
- Family service agencies
- Gerontological settings
- HMO's/PPO's/EAP's
- Military and Government agencies including the V.A.
- Pastoral/religious/spiritual agencies
- Rehabilitation agencies
- Addiction treatment centers
- Youth and Family agencies
- Substance abuse settings
- Private practice settings
- College counseling centers
- Integrative Primary Behavioral Health Clinics
- Group homes
- Homeless shelters
- In-patient psychiatric hospitals
- *Program Requirements and Course Offerings Are Subject to Change

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: 36 months

Program Overview

Cognates: Counselor Education & Supervision

Creative Arts Therapy Counselor Education & Supervision

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative arts therapy counselor education and supervision. Students who complete the PhD in Counselor Education and Supervision most often go on to achieve positions in higher education as faculty and/or researchers; in community or governmental organizations as clinical supervisors and/or program administrators; or in research positions in public or private mental health sectors. There are also many opportunities for leadership positions within the profession of counseling.

Program Intent and Mission

The PhD in Counselor Education and Supervision at Antioch University Seattle is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program seeks to meet the growing need for highly qualified counselor leaders - advanced counseling practitioners, educators and supervisors - attracting candidates regionally as well as nationally and internationally.

Distinct Curricular Themes

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 encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
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. A Creative Arts Therapy cognate area is designed for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Program Goal and Objectives

The PhD in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.

- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

Program and Curricular Overview

The degree requires 72 quarter credits over a minimum of three academic years. Students who have graduated from a CACREP accredited master's degree will be considered to have met "entry level" requirements for the practice of counseling, depending on the total credit requirement of their master's degree program. Students who graduated from other counseling and related programs must document that they have met the equivalent requirements or will be required to complete those as part of their doctoral program.

The program allows students to pursue advanced study in one of two cognate areas: Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision. Additionally, the program provides for advanced preparation in the following content areas:

- Theory pertaining to the principles and practice of advanced counseling, group work, consultation, and counselor supervision
- Instructional design and methods relevant to an andragogy consistent with the best practices associated with reflective learning and counselor training
- Design and implementation of quantitative and qualitative research methodology related to the inquiry of counseling practice and program delivery outcomes
- Advanced practices in counselor education leadership, ethics, social advocacy, and multicultural counseling, supervision, and training
- A unique cognate integrating the creative arts therapies with counselor training, supervision, and masters level program development in Art, Drama, Play, and other creative arts therapy

Career Choices for Counseling Graduates

Many professional options are open to graduates of the Counseling Programs (MA CMHC or PhD in CES). Depending on the specialization, graduates can seek professional positions in organizations such as community agencies, health care settings, hospitals, mental health clinics, private practices, colleges and universities, consulting and research. Due to shared CACREP accreditation, the 90 MA CMHC credits may (at the discretion of any given university/program) fully transfer into CACREP accredited or aligned doctoral programs in Counselor Education and Supervision (CES). Those who choose to continue their education find the CACREP accredited Antioch CMHC degree provides a solid foundation for entering a doctoral program in Counselor Education and Supervision, or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

Graduates of the PhD in Counselor Education and Supervision program will have expanded opportunities in counselor education, leadership, and supervision practices. They will find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Graduates work in private practice, for state or county agencies and at universities.

Admission Requirements

Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average. The PhD candidate will demonstrate a high level of professional autonomy and the ability to work in collaboration with others -- qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university. The Admission process is as follows:

Applicants will have completed a master's degree in counseling or closely related field that includes the areas of competency required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

1. Applicants will be License eligible in Washington State.
2. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice (e.g. Art, Drama, Dance/Movement, Music, or other creative arts therapies).
3. Doctoral candidates are expected to have the potential to write at a scholarly level.

4. 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Counselor Education Year 1 Core Courses

Required Courses

- COUN-7300: Instructional Design and Adult Learning
- COUN-7340: Global Mental Health Issues and Professional Sustainability
- COUN-7400: Multicultural Supervision
- COUN-7610: Professional Identity and Leadership Liberation and Multicultural Discourse
- COUN-7100: Research in Counselor Education
- COUN-7120: Research Methodology: Quantitative
- COUN-7140: Research Method: Qualitative
- COUN-7200: Advanced Clinical Counseling Theories

Practicum/Case Consult

- COUN-7980: Practicum
- COUN-7981: Practicum: Case Consultation

Internship

CES Internship

Take 6 credits of CES Internship from the following

- COUN-8000: Internship
- or*
- COUN-8001: Internship

CES Internship Supervision

Take 3 credits of CES Internship Supervision from the following:

- COUN-8010: CES Internship Supervision
- or*
- COUN-8011: CES Internship Supervision

Counselor Education Year 2 Core Courses

Required Courses

- 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-7180: Program Development and Evaluation
- COUN-7210: Advanced Group Counseling
- COUN-7220: Advanced Trauma Counseling & Crisis Response

Practicum/Case Consult

- COUN-7980: Practicum
- COUN-7981: Practicum: Case Consultation

Counselor Education Year 3 Dissertation & Courses

Required Course

- COUN-7500: Advocacy, Social Justice, and Profession
- COUN-8950: Advanced Professional Seminar & Inquiry (4 credits)
- 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.

Counselor Education and Supervision, PhD

PhD in Counselor Education and Supervision

Location: AU Seattle

Credits for Degree: 72 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

Cognates: Counselor Education & Supervision

Creative Arts Therapy Counselor Education & Supervision

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative arts therapy counselor education and supervision. Students who complete the PhD in Counselor Education and Supervision most often go on to achieve positions in higher education as faculty and/or researchers; in community or governmental organizations as clinical supervisors and/or program administrators; or in research positions in public or private mental health sectors. There are also many opportunities for leadership positions within the profession of counseling.

Program Intent and Mission

The PhD in Counselor Education and Supervision at Antioch University Seattle is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program seeks to meet the growing need for highly qualified counselor leaders - advanced counseling practitioners, educators and supervisors - attracting candidates regionally as well as nationally and internationally.

Distinct Curricular Themes

- A. A counselor education curriculum that exceeds national standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal

issues, advocacy and social justice, and counselor education program development and outcome evaluation.

- B. A multicultural emphasis on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
- C. A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to "best practices".
- D. A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, and creative arts training.
- E. A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. A Creative Arts Therapy cognate area is designed for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Program Goal and Objectives

The PhD in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.

- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

Program and Curricular Overview

The degree requires 72 quarter credits over a minimum of three academic years. Students who have graduated from a CACREP accredited master's degree will be considered to have met "entry level" requirements for the practice of counseling, depending on the total credit requirement of their master's degree program. Students who graduated from other counseling and related programs must document that they have met the equivalent requirements or will be required to complete those as part of their doctoral program.

The program allows students to pursue advanced study in one of two cognate areas: Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision. Additionally, the program provides for advanced preparation in the following content areas:

- Theory pertaining to the principles and practice of advanced counseling, group work, consultation, and counselor supervision
- Instructional design and methods relevant to an andragogy consistent with the best practices associated with reflective learning and counselor training
- Design and implementation of quantitative and qualitative research methodology related to the inquiry of counseling practice and program delivery outcomes
- Advanced practices in counselor education leadership, ethics, social advocacy, and multicultural counseling, supervision, and training
- A unique cognate integrating the creative arts therapies with counselor training, supervision, and masters level program development in Art, Drama, Play, and other creative arts therapy

Career Choices for Counseling Graduates

Many professional options are open to graduates of the Counseling Programs (MA CMHC or PhD in CES). Depending on the specialization, graduates can seek professional positions in organizations such as community agencies, health care settings, hospitals, mental health clinics, private practices, colleges and universities, consulting and research. Due to shared CACREP accreditation, the 90 MA CMHC credits may (at the discretion of any given university/program) fully transfer into CACREP accredited or aligned doctoral programs in Counselor Education and Supervision (CES). Those who choose to continue their education find the CACREP accredited Antioch CMHC degree provides a solid foundation for entering a doctoral program in Counselor Education and Supervision, or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

Graduates of the PhD in Counselor Education and Supervision program will have expanded opportunities in counselor education, leadership, and supervision practices. They will find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Graduates work in private practice, for state or county agencies and at universities.

Admission Requirements

Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average. The PhD candidate will demonstrate a high level of professional autonomy and the ability to work in collaboration with others -- qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university. The Admission process is as follows:

Applicants will have completed a master's degree in counseling or closely related field that includes the areas of competency required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

- A. Applicants will be License eligible in Washington State.
- B. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice (e.g. Art, Drama, Dance/Movement, Music, or other creative arts therapies).
- C. Doctoral candidates are expected to have the potential to write at a scholarly level.

- D. Applicants to the program must demonstrate a commitment to and capacity to work with individuals from diverse backgrounds and adhere to the American Counseling Association Code of Ethics.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Supervision Student Learning Domain (11 quarter credits)

- COUN-7400: Multicultural Supervision
- COUN-7420: Advanced Counseling Supervision
- COUN-7440: Advanced Legal and Ethical Issues
- COUN-8000: Internship
- COUN-8010: CES Internship Supervision

Teaching Student Learning Domain (12-15 quarter credits)

- COUN-7300: Instructional Design and Adult Learning
- COUN-7320: Counselor Education & Clinical Training
- COUN-7340: Global Mental Health Issues and Professional Sustainability
- COUN-8000: Internship
- COUN-8010: CES Internship Supervision
- COUN-8900: Independent Study

Research & Scholarship Student Learning Domain (15 quarter credits)

- COUN-7120: Research Methodology: Quantitative
- COUN-7140: Research Method: Qualitative
- COUN-7100: Research in Counselor Education
- COUN-7180: Program Development and Evaluation
- COUN-8000: Internship
- COUN-8010: CES Internship Supervision
- COUN-8100: Dissertation

Counseling Student Learning Domain (12 quarter credits)

- COUN-7200: Advanced Clinical Counseling Theories
- COUN-7210: Advanced Group Counseling
- COUN-7220: Advanced Trauma Counseling & Crisis Response
- COUN-7980: Practicum
- COUN-8000: Internship
- COUN-8010: CES Internship Supervision

Leadership & Advocacy Student Learning Domain (9 quarter credits)

- COUN-7500: Advocacy, Social Justice, and Profession
- COUN-7520: Consultation and Organizational Change
- COUN-8000: Internship
- COUN-8010: CES Internship Supervision
- COUN-8950: Advanced Professional Seminar & Inquiry

Creative Arts Therapy Student Learning Domain (13 quarter credits)

- COUC-7320: Creative Arts Therapy Counselor Education & Clinical Training
- COUC-7340: Global Mental Health Issues and Sustainability in the Creative Arts Therapies
- COUC-7420: Advanced Counselor Supervision & Creative Arts Therapy
- COUC-7520: Creative Arts Therapy Consultation And Organizational Change
- COUC-8950: Advanced Creative Arts Therapy Professional Seminar & Inquiry

Additional Coursework May be Required Based on the Program's Assessment of Prior Preparation.

The doctoral learning domains provide an overall focus to the curriculum as well as to student assessment. Competency benchmarks for the learning domains are illustrated in the course syllabi. Below are criteria describing student performance levels in relationship to course outcomes and areas of professional competence.

Definitions of Competency Levels

- "Below Minimum Competency" reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.

- "Required Competency" indicates that the student has met the "required competencies" of the assignment as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.
- "Intermediate Competency" denotes the student has met the "required competency" criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.
- "Advanced Competency" denotes the student has met the "Intermediate Competency" criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a beginning professional in terms of the defined criteria.

PhD Dissertation Continuation

Students who have passed their Proposal (all credits of COUN-8100) enroll in the COUN-8100X: Dissertation Continuation every quarter until their dissertation is fully complete, including final editing and online .pdf submission.

Latinx Clinical Mental Health Counseling, Certificate

Certificate in Latinx Clinical Mental Health Counseling

Location: AU Seattle

Credits for Degree: 12 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 12 months

Program Overview

The Latinx Mental Health Counseling Certificate is designed to provide advanced knowledge and skills related to working with Latinx clients and community.

More than 17.6% of the U.S. population (56.6 million) self-identify as Latinx, making people of Latinx origin the nation's largest racial/ethnic minority (American Psychiatry Association, & Lisotto, 2017). The 2010 Census reports that Latinx Americans now comprise the largest ethnic/racial minority group in the United States (50.5 million, or 16.3%), having surpassed African Americans (38.9 million, or 12.6%) (López, Barrio, Kopelowicz, & Vega, 2012). From 2015 to 2016, Latinx population grew by 2% (up to 57.5 million) in the U.S. By 2060, Latinx are expected to make up 30% of the total population (129 million) (American Psychiatry Association, & Lisotto, 2017). Individuals with limited English proficiency (LEP) are a rapidly growing segment of the United States population (Bauer, Chen, & Alegría Margarita, 2010). The Latinx Certificate helps professionals learn knowledge, awareness and skills to work with Latinx clients and their communities.

Students enrolled in the certificate can be part of the AU Latinx Social Justice Institute.

The Latinx Social Justice Institute aims to improve the academic achievement and well-being of Latinx Antioch students in mental health programs, recruit and sustain Latinx students, faculty and staff, create and empower the Latinx community within Antioch University, encourages its students, faculty and community partners to be active members of their Latinx community, obtain on-campus leadership roles and embrace Latin America's rich culture and history. The institute will incorporate actions on seven foundational areas that are aligned with the Antiochian vision: Service, education and training, mentorship, research, global engagement, and cultural/social justice and advocacy.

Current Tuition and Fees

[University Tuition and Fees](#)

Certificate Coursework

- COUN-5450: Latinx Counseling Experiences and Practices
- COUN-5452: Latinx Ethics, Social Justice, and Advocacy
- COUN-5454: Latinx Counseling Theories and Clinical Practice
- COUN-5456: Latinx Bilingual Group Counseling

Couple and Family Therapy, Art Therapy specialization, MA

MA in Couple and Family Therapy: Art Therapy *(updated 8/22/22)*

Location: AU Seattle

Credits for Degree: 93 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 54 months

Program Overview

Students develop comprehensive skills in art therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. The Art Therapy specialization is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Art Therapy students meet educational requirements towards art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, applicants must have

- Art coursework (27 quarters/18 semester hours) in both 2D and 3D media. Painting, drawing, and ceramics/sculpture are required.
- A portfolio of 20 works that demonstrate multiple media competencies. Portfolios presented on PowerPoint are preferred, and they may be submitted as a PDF document, or a link to a website that contains your portfolio. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology coursework (18 quarter/12 semester hours) including Abnormal Psychology and Lifespan or Developmental Psychology (course must include at least two developmental stages) with a minimum grade of C taken within the last 10 years.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Psychology Courses Completed Before Internship (38 quarter credits)

- COUN-5000: Competency Assessment I
 - COUN-5010: Competency Assessment II
 - COUN-5020: Competency Assessment III
 - COUN-5025: Competency Assessment IV
 - COUN-5050: Systems Perspectives in Family Therapy
 - COUN-5060: Communication and Counseling Skills
 - COUN-5850: Assessment, Diagnostics, and Treatment Planning in Cft
 - COUN-5150: Psychopathology
 - COUN-5220: Human Development in the Family Life Cycle
 - COUN-5120: Individual Therapy in the Family System
 - COUN-5815: Applied Family Therapy II Clinical Work with Adolescents and Families
 - COUN-5810: Applied Family Therapy I Clinical Work with Children and Parenting
 - COUN-5980: Internship Preparation
-
- COUN-5280: Abusive Relationships
- or*
- COUN-5290: Survey of Addiction

Required Art Therapy Courses (42 quarter credits)

- COUC-5030: Family of Origin Systems and Creative Arts Therapies
- COUC-5040: Multicultural Perspectives & Creative Arts Therapy
- COUC-5080: Techniques and Practices of Art Therapy
- COUC-5100: History and Theory of Art Therapy
- COUC-5170: Ethics in Family CAT
- COUC-5180: Ethics in Creative Arts Therapy
- COUC-5400: Develop & Treatment Models: Art Therapy
- COUC-5060: Family Group Art Therapy
- COUC-5070: Art Therapy in Diverse Setting Individ And Group Therapy
- COUC-6530: Advanced Art Therapy Assessment
- COUC-5510: Intro to Creative Arts Therapy Research Family Therapy
- COUC-6510: Advanced Art Therapy Research Individual & Family Therapy
- COUC-5920: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy (complete COUC-5920 two times)

- COUC-6500: Creative Arts Therapy Master's Project
or
- COUC-6600: Creative Arts Therapy Thesis

Required Internship Credits (16 quarter credits)

- COUC-6002: Couple and Family Therapy/Art Therapy Internship and Case Consultation
Quarter 1-4
Following may be taken if necessary:
- COUC-6004: Couple and Family Therapy/Art Therapy Internship and Case Consultation
Quarter 5+

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

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

Location: AU Seattle

Credits for Degree: 101.5 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 42 months

Program Overview

Students develop competencies in dance/movement therapy concurrent with earning a master's degree in Couple and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, and in accordance with the ADTA (American Dance Therapy Association) admissions standards:

- We look for candidates with an undergraduate degree in diverse backgrounds such as liberal arts, dance, psychology, biology, engineering, etc. (A degree in psychology and/or dance is not required.)
- Significant experience in at least two different dance/movement forms (such as ballet, modern, jazz, improvisation, popular/street/indigenous, liturgical, ballroom, traditional/ethnic/folk, African, Caribbean, Korean, Latin, Middle Eastern, Native American, Tai-chi, Aikido, etc.) and in-depth knowledge of one of them is required.
- Teaching, performing, and/or choreography experience is preferred.

College-level psychology courses are recommended.

Current Tuition and Fees

[University Tuition and Fees](#)

Required CFT Courses (completed before internship)

- COUC-5030: Family of Origin Systems and Creative Arts Therapies
- COUC-5040: Multicultural Perspectives & Creative Arts Therapy
- COUN-5050: Systems Perspectives in Family Therapy
- COUN-5120: Individual Therapy in the Family System
- COUN-5800: Applied Couple Therapy
- COUN-5810: Applied Family Therapy I Clinical Work with Children and Parenting
- COUN-5815: Applied Family Therapy II Clinical Work with Adolescents and Families
- COUN-5820: Theories of Couple & Family Therapy
- COUN-5061: Beginning Clinical Skills for Couple & Family Therapists
- COUN-5150: Psychopathology
- COUN-5850: Assessment, Diagnostics, and Treatment Planning in Cft
- COUN-5240: Human Sexuality
- COUN-5220: Human Development in the Family Life Cycle
- COUC-5180: Ethics in Creative Arts Therapy
- COUC-5170: Ethics in Family CAT
- COUN-5000: Competency Assessment I
- COUN-5010: Competency Assessment II
- COUN-5020: Competency Assessment III
- COUN-5980: Internship Preparation

Required Dance Movement Therapy Courses

- DMT-5020Q: Psychomotor Assess Chld
- DMT-6410Q: Foundational Theories of DMT
- DMT-6200Q: Social Identities, Power, and Inequities a Systemic Perspective
- DMT-6010Q: Psychopathology and Treatment Planning DMT Perspectives
- DMT-6041Q: Group Work in DMT: Liberatory Practices
- DMT-5010Q: Psychomotor Assessment of Adults
- DMT-6500Q: Advanced DMT Seminar Professional Identity
- DMT-6220Q: DMT & Counseling Approaches to Crisis And Trauma
- DMT-5700Q: Research and Evaluation in Systemic And Creative Arts Therapies
- DMT-6911Q: Practicum in DMT I Theoretical Applications
- DMT-6921Q: Practicum in DMT II Theoretical Applications

Required Internship Credits (5 quarters):

Complete 12-13 credits from the following:

- COUC-6002: Couple and Family Therapy/Art Therapy Internship and Case Consultation Quarter 1-4 (*take 4*)
- COUC-6004: Couple and Family Therapy/Art Therapy Internship and Case Consultation Quarter 5+ (*take if needed*)
- COUN-5025: Competency Assessment IV (*taken final quarter of internship*)

Complete one of the following during internship

- COUC-6500: Creative Arts Therapy Master's Project
or
- COUC-6600: Creative Arts Therapy Thesis

Couple and Family Therapy, Drama Therapy specialization, MA

MA in Couple and Family Therapy: Drama Therapy *(updated 8/22/22)*

Location: AU Seattle

Credits for Degree: 99 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 51 months

Program Overview

Students develop competencies in drama therapy concurrent with earning a master's degree in Couple and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission requirements:

In addition to fulfilling general admission requirements, applicants must have:

- Drama coursework (at a minimum, 2 3-quarter-credit courses in Drama such as Improvisation, Directing, Drama/ Theater in education, Acting or Playwriting) or 270 hours of direct theater experiences including acting, directing and/or improvisational work performed in a college, community or professional setting)

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Courses: (to be completed before Pre-Internship Practicum)

- COUN-5000: Competency Assessment I
- COUN-5010: Competency Assessment II
- COUC-5030: Family of Origin Systems and Creative Arts Therapies

- COUC-5040: Multicultural Perspectives & Creative Arts Therapy
- COUN-5060: Communication and Counseling Skills
- COUC-5220: Intro Drama Therapy
- COUN-5050: Systems Perspectives in Family Therapy
- COUC-5212: Ethics and Professional Issues Drama Therapy
- COUN-5190: Ethics in Family Practice
- COUN-5150: Psychopathology
- COUN-5850: Assessment, Diagnostics, and Treatment Planning in Cft
- COUN-5105: Counseling Theories & Practice: Part One
- COUN-5115: Counseling Theories & Practice: Part Two

Required Courses:

- COUN-5240: Human Sexuality
- COUN-5220: Human Development in the Family Life Cycle
- COUC-5070: Art Therapy in Diverse Setting Individual And Group Therapy
- COUN-5120: Individual Therapy in the Family System
- COUN-5800: Applied Couple Therapy
- COUN-5810: Applied Family Therapy I Clinical Work with Children and Parenting
- COUN-5815: Applied Family Therapy II Clinical Work with Adolescents and Families
- COUN-5820: Theories of Couple & Family Therapy
- COUC-5240: Improvisation
- COUC-5260: Psychodrama
- COUC-5200: Special Populations in Drama Therapy
- COUC-5090: Creative Arts Therapy
- COUC-5280: Community Based Theater and Sociodrama
- COUC-5310: Drama Therapy Research
- COUC-5320: Couple and Family Therapy Research in Drama Therapy
- COUN-5980: Internship Preparation
- COUN-5020: Competency Assessment III

Required Pre-Internship Practicum Courses

- COUC-5920: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy (take 2 times)

Elective Courses (choose one of the following - can be taken during internship)

- COUN-5280: Abusive Relationships
- COUN-5290: Survey of Addiction

Required Culmination Project (can be taken during internship)

- COUC-6500: Creative Arts Therapy Master's Project
- COUC-6600: Creative Arts Therapy Thesis

Required Internship Courses (4 quarters)

- COUC-6006: Couple and Family Therapy/Drama Therapy Internship and Case Consultation Quarter 1-4 (take 4 times)
- COUN-5025: Competency Assessment IV

Taken Last Quarter of Internship

- COUC-6008: Couple and Family Therapy/Drama Therapy Internship and Case Consultation Quarter 5+ (if needed)

Couple and Family Therapy, MA

MA in Couple and Family Therapy *(updated 8/22/22)*

Location: AU Seattle

Credits for Degree: 77 quarter credits

Standard Mode of Instruction: Classroom or online

Standard time to completion: 48 months

Program Overview

Students in the Couple and Family Therapy (CFT) Program develop the basic conceptual and relational competencies needed for the professional practice of couple and family therapy. The CFT program mission is to prepare knowledgeable, skilled, self-aware, ethical, and anti-racist couple and family therapists in a learning environment that centers anti-white supremacy and social justice in its academic experience. This mission is accomplished through a combination of required coursework, electives, practical experience and a supervised internship. The CFT curriculum meets the educational requirements for licensure as a Marriage and Family Therapist in the State of Washington and is professionally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required Coursework Completed Before Internship (36 quarter credits)

- COUN-5000: Competency Assessment I
- COUN-5010: Competency Assessment II
- COUN-5020: Competency Assessment III
- COUN-5030: Family of Origin Systems
- COUN-5040: Multicultural Perspectives
- COUN-5050: Systems Perspectives in Family Therapy
- COUN-5061: Beginning Clinical Skills for Couple & Family Therapists
- COUN-5120: Individual Therapy in the Family System
- COUN-5150: Psychopathology
- COUN-5191: Ethics and Professional Issues in CFT

- COUN-5800: Applied Couple Therapy
- COUN-5810: Applied Family Therapy I Clinical Work with Children and Parenting
- COUN-5815: Applied Family Therapy II Clinical Work with Adolescents and Families
- COUN-5850: Assessment, Diagnostics, and Treatment Planning in Cft
- COUN-5980: Internship Preparation

Other Required Credits (13 quarter credits)

- COUN-5025: Competency Assessment IV
- COUN-5220: Human Development in the Family Life Cycle
- COUN-5240: Human Sexuality
- COUN-5512: Intro to Research in Couple, Relational, And Family Therapy
- COUN-5820: Theories of Couple & Family Therapy

Elective Courses (12 quarter credits)

- COUN 5730 : Advanced Systemic Theories and Models Elective Series (3 quarter credits)
- Multicultural Series (3 quarter credits)
- Abuse Series (3 quarter credits)
- Special Topic Eelective Series

Required Internship Courses (12 quarter credits)

- COUN-6002: Internship and Case Consultation Couple And Family Therapy Quarter 1-4
- COUN-6004: Internship and Case Consultation Couple and Family Therapy Quarter 5

Multicultural Counseling, Certificate

Certificate in Multicultural Counseling

Location: AU Seattle

Credits for Degree: 15 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The Multicultural Counseling Certificate is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings. The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities.

Current Tuition and Fees

[University Tuition and Fees](#)

Multicultural Counseling Courses

Complete 15 quarter credits from courses in the Multicultural Counseling Series

- COUN-5350: Historical and Socio-Cultural Perspectives
- COUN-6160: Treating Internalized Oppression
- COUN-6700: Attunement Skills in Multicultural Counseling
- COUN-5450: Latinx Counseling Experiences and Practices
- COUN-5430: Asian Americans and Pacific Islanders Counseling Experiences and Practices
- COUN-5440: American Indians Counseling Experiences and Practices
- COUN-5410: Jewish American Counseling Experiences and Practices
- COUN-6620: Spirituality, Religion, and Atheism in Counseling
- COUN-5400: African American Counseling Experiences and Practices
- COUN-5460: Clients with Disabilities Experiences and Perspectives in Counseling
- COUN-5471: Diversity in Sexual Expression
- COUN-6350: Adv T: Somatic Theory & Oppression
- COUN-5240: Human Sexuality
- COUN-5664: Trauma and Social Justice
- COUN-5452: Latinx Ethics, Social Justice, and Advocacy
- COUN-5454: Latinx Counseling Theories and Clinical Practice

- COUN-5475: Counseling Along the Gender Spectrum
- COUN-6650: Person of the Therapist III Utilization of Self
- COUN-6710: Multicultural Counseling Advanced Seminar

Play Therapy, Certificate

Certificate in Play Therapy

Location: AU Seattle

Credits for Degree: 12 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 12 months

Program Overview

The AU Play Therapy Certificate meets the minimum requirements as issued by the Association of Play Therapy and applies towards credentialing as a Registered Play Therapist. It also may fit entirely within the required CMHC electives sequence. Certification is offered through an innovative hybrid learning model incorporating online learning with traditional seminar coursework.

Admission Requirements

- Must be enrolled in or have completed an MA program that leads to licensure.
- If enrolled in a program outside of Antioch University, applicant must provide an MA transcript.
- If already licensed, applicant must provide a copy of their license.
- Statement of Purpose (for students not currently attending AUS)

Plan of Study

- COUC-5600 Introduction to Play Therapy (3 quarter credits)
- COUC-5610 Advanced Play Therapy (3 quarter credits)
- COUC-5630 Play Therapy Seminar I (3 quarter credits)
- COUC-5640 Play Therapy Seminar II (3 quarter credits)

Sex Therapy, Certificate

Certificate in Sex Therapy

Location: AU Seattle

Credits for Degree: 22 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 15 months

Program Overview

Antioch's clinical Certificate in Sex Therapy is designed for students, alumni, and community members who hold a license to practice mental health therapy in their respective state, or who are license eligible, to broaden their clinical skills in sex therapy.

Antioch's certificate has been developed for graduate students and post-graduate professionals to meet the minimum education credit requirements and supervision hours to achieve certification as a sex therapist as issued by the **American Association of Sex Educators, Counselors, and Therapists (AASECT)** certification requirements. Antioch University Seattle is the only accredited institution in Washington that is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU). Students will receive up to 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 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

- COUN-5240: Human Sexuality
- COUN-5242: Fundamentals of Sex Therapy
- COUN-5471: Diversity in Sexual Expression
- COUN-5800: Applied Couple Therapy
- COUN-5910: Special Topics in Sexuality
- COUN-6800: Sexual Attitude Reassessment (SAR)
- COUN-6805: Sex Therapy in Abusive Systems
- COUN-6810: Advanced Theory and Practice in Sex Therapy

Trauma Counseling, Certificate

Certificate in Trauma Counseling

Location: AU Seattle

Credits for Degree: 15 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The Trauma Counseling Certificate will provide a well-structured training for current graduate students in counseling-related programs and mental health professionals in the field who wants to build competency in working with trauma survivors.

Current Tuition and Fees

[University Tuition and Fees](#)

Trauma Counseling Courses

- COUN-5600: Trauma, Disaster Response & Crisis Counseling
- COUN-5660: Neurobiology of Trauma
- COUN-5662: Childhood Trauma
- COUN-5664: Trauma and Social Justice
- COUN-5666: Advanced Clinical Interventions in Trauma and Crisis Counseling

Adult Education, Certificate

Certificate in Adult Education

Location: AU Seattle

Credits for Degree: 16 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 12 months

Program Overview

This unique, hands-on program prepares participants to educate adults in a variety of settings-including the nonprofit sector, community-based organizations, higher education, and the corporate world-all with a focus on equity, social justice, and responsive pedagogy. The Adult Education program is offered as a concentration of our Master of Arts in Education or as a stand-alone certificate.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

- EDUC-6710: Adult Teaching & Learning Frameworks
- EDUC-6730: Teaching Toolkit
- EDUC-6740: Improving Adult Education Through Assessment
- EDUC-6750: Internship/ Practicum

Education, MA

MA in Education

Location: AU Seattle

Credits for Degree: 48 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 27 months

Program Overview

A Master's Degree in Education is a path toward new careers and/or professional advancement for many students. However, the program offers much more than professional preparation or "occupational payoff." It offers a deep and careful study of the field of education and on-the-ground connections between coursework and fieldwork, between theory and practice, between ideal and implementation.

The MAEd Program at AUS gives a wide breadth of students the opportunity to achieve their diverse professional goals and to strengthen their educational commitments. The program focuses on curriculum, instruction, and social change and is flexible enough to meet the needs of a variety of educators. Its aim is to help those educators become more reflective, thoughtful, well-informed, analytic, scholarly, justice-oriented, and effective in the important work that they are doing. Another overarching goal of the program is to instill the confidence and skills to help educators become change agents in their own communities. Courses and assignments bring students out into the field, helping them to apply what they are learning to real-world contexts.

Program Highlights

Core Courses build a strong foundation of educational knowledge and theory. These courses provide a rich, interactive, collaborative learning environment in which candidates delve into a wealth of crucial issues and are encouraged to make strong connections between theory and practice. These core courses cover four key areas of study:

- **Diversity & Equity** provides a critical, historical and philosophical context for exploring equity and justice in education. Including racial justice, power, privilege, culture, public policy, educational access, and the equitable allocation of resources.
- **Curriculum Studies & Reflective Practice** is an introduction to the field of curriculum studies and an opportunity for students to engage in deep reflective practice about their own educational beliefs, curricular orientations, and practices.

- **Leadership & Reform** provides an overview of the wide landscape of educational change in American schools, particularly those seeking progressive, democratic values and alternative social and cultural possibilities.
- **Inquiry & Research** explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine studies from various research paradigms as they prepare to design and carry out their own Inquiry Projects.

Inquiry Sequence is a series of courses that carry students through the process of proposing, designing, and implementing their own unique research projects. These projects are individually tailored and are tied to students' areas of passion and interest in the field of education, as well as to their professional goals. Often students utilize the Inquiry Report to engage in projects that will advance, augment, or kick-start their careers such as creating a training module, building a democratic curriculum in ESL or urban water infrastructure, writing a grant proposal, or probing the feasibility of advanced interactive online learning platforms.

Area of degree concentration: Because students enter the program from a variety of arenas and have a wide range of professional and personal goals the program is designed to be flexible and responsive to their needs and interests. Students delve deeply into their unique areas of study via these options:

- **Leadership for Social Justice**
- **Adult Education**
- **Leadership in Edible Education**
- **Play Therapy**
- **Sexuality Education**
- **Self-designed Area of Study**
- **Environmental and Sustainability Education***
- **Urban Environmental Education**

**Denotes Washington state endorsement*

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, MAEd applicants must have:

- An undergraduate degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0*
- A current resume or CV
- Admissions interview
- Letter of Interest

**Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.*

Transfer into the MAEd program

- Applicants who began a graduate program at another regionally accredited university may request a transfer credit evaluation
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted
- Courses must carry a grade of B or better
- Candidates may transfer up to 12 credits

Antioch BA completion students Graduate Pathways

Graduate level MAEd courses successfully taken as an undergraduate may be subsequently applied to the MAEd degree, up to 12 credits, if the student is successfully admitted to the MAEd program.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Core Knowledge Areas (18 quarter credits)

- EDUC-5040: Diversity and Equity
- EDUC-5110: Curriculum Studies & Reflective Practice
- EDUC-5460: Leadership and Reform
- EDUC-6070: Inquiry and Research
- WRTG-5112: Writing in Education

Inquiry Sequence and Reflection (12 quarter credits)

To enhance the selected studies, inquiry projects enable students to examine in detail an area of professional interest. Students design their projects to pose and answer questions important to their work as educators.

- EDUC-6100: Inquiry Proposal
- EDUC-6200: Inquiry Development
- EDUC-6500: Inquiry Report

Optional Concentrations:

Complete 18 elective credits. Credits may be chosen from the concentration courses listed below:

Adult Education (12-15 quarter credits)

- EDUC-6710: Adult Teaching & Learning Frameworks
- EDUC-6721: Professional Opportunities in Education
- EDUC-6740: Improving Adult Education Through Assessment
- EDUC-6750: Internship/ Practicum (*optional*)

Leadership in Edible Education (12-16 quarter credits)

- EDUC-6400: Education Toward Food Citizenship & Comm
- EDUC-6450: Edible Education I: Theory & Practice

Play Therapy (12 quarter credits)

- 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

Sexuality Education (15 quarter credits)

- COUN-5240: Human Sexuality
- COUN-5471: Diversity in Sexual Expression
- COUN-5910: Special Topics in Sexuality
- COUN-6800: Sexual Attitude Reassessment (SAR)
- EDUC-5830: Fundamentals of Sexuality Education
- EDUC-6832: Sexuality Educator Practicum

Leadership for Social Justice (12-18 quarter credits)

- EDUC-6440: Deconstructing "the Village" Critical and Global Perspectives on Educational Contexts
- EDUC-6442: Becoming a Race-Conscious Educator
- EDUC-6460: Pedagogy, Power, & Control
- EDUC-6462: Building Responsive School, Family, and Community Partnerships
- EDUC-6466: Researching the Impact of School Reproducing Social Class Or Enabling Mobility?

Endorsement Options

Endorsement areas include: English Language Learners, Library Media, and Environmental and Sustainability Education

Location: AU Seattle

Credits for Endorsement: 15-21 quarter credits

Standard Mode of Instruction: Classroom

Standard Time to Completion: 15-24 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plans 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: Organization and Collection Management
- LIBM-6035: School Library Advocacy
- LIBM-6045: Tools for Technology-Enabled Learning, Gr. K-8
- LIBM-6055: Information Literacy, Curriculum and Instruction
- LIBM-6065: School Library Administration
- LIBM-6075: Digital Leadership for Secondary Learning, Gr. 6-12
- LIBM-6085: Selections for Collections Child/ YA Literature
- LIBM-6095: Legal and Ethical Issues in School Libraries

English Language Learner Coursework (15 quarter credits)

- EDUC-5771: Foundations for Teaching English Language
- EDUC-5772: Literature, Linguistics, and Language Acquisition
- EDUC-5773: Planning, Instruction, and Assessment For ELL English Language Arts & Social Studies
- EDUC-5774: Planning, Instruction, and Assessment For ELL Mathematics & Science
- EDUC-5775: Seminar on ELL Topics in Education

School Library Endorsement Courses, Elementary:

- LIBM-6025: Organization and Collection Management
- LIBM-6035: School Library Advocacy
- LIBM-6045: Tools for Technology-Enabled Learning, Gr. K-8
- LIBM-6055: Information Literacy, Curriculum and Instruction
- LIBM-6065: School Library Administration
- LIBM-6085: Selections for Collections Child/ YA Literature
- LIBM-6095: Legal and Ethical Issues in School Libraries

School Library Endorsement Courses, Secondary:

- LIBM-6065: School Library Administration
- LIBM-6075: Digital Leadership for Secondary Learning, Gr. 6-12
- LIBM-6085: Selections for Collections Child/ YA Literature
- LIBM-6095: Legal and Ethical Issues in School Libraries

- LIBM-6025: Organization and Collection Management
- LIBM-6035: School Library Advocacy
- LIBM-6055: Information Literacy, Curriculum and Instruction

Sustainability Coursework (20 quarter credits)

Leadership in Edible Education, Certificate

Certificate in Leadership in Edible Education

Location: AU Seattle

Credits for Degree: 16 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 12 months

Program Overview

The Leadership in Edible Education (LEE) program draws from holistic, ecologically interconnected fields and is designed for educators and food community professionals interested in making a difference and adding value to their practice through edible education. This program is offered as a concentration of our Master of Arts in Education or as a stand-alone professional certificate granted jointly by Antioch University Seattle and EduCulture.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

- EDUC-6450: Edible Education I: Theory & Practice
- EDUC-6400: Education Toward Food Citizenship & Comm

Sexuality Education, Certificate

Certificate in Sexuality Education

Location: AU Seattle

Credits for Degree: 16 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 12 months

Program Overview

Our Certificate in Sex Education is designed for students, alumni, and community members who hold a Master's Degree-or-higher in Education or Mental Health to broaden their educator skills specific to delivering content around and promoting sexual health.

Antioch's certificate has been developed for currently enrolled students and post-graduate professionals to meet the minimum education credit requirements to achieve certification as a sexuality educator as issued by the **American Association of Sex Educators, Counselors, and Therapists (AASECT)**. Antioch University Seattle is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU) and students will receive up to 200 hours of Continuing Education Credits during the course of the program.

This certificate program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT). Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Admission Requirements

- Online application form
- Transcript
- Recommender
- Curriculum Vitae or Resume
- Personal statement
- Provide proof of either: Current enrollment in an AUS Masters in Education, OR Couple and Family Therapy or Clinical Mental Health Counseling program; 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.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Certificate Coursework (16 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-5910: Special Topics in Sexuality
- COUN-6800: Sexual Attitude Reassessment (SAR)
- EDUC-5830: Fundamentals of Sexuality Education
- EDUC-6832: Sexuality Educator Practicum

Teaching, Certificate (Alternative Route to Teacher Certification)

Certificate in Teaching

Location: AU Seattle

Credits for Degree: 53 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 12 months

Program Overview

The Alternate Route to Teacher Certification (ARTC) program works to prepare paraeducators - as well as other classified staff and employees with conditional or emergency certifications -- to become reflective, community-oriented teachers. The ARTC program allows candidates to remain in their positions while preparing for the Washington State Residency teaching certificate with an Elementary Education endorsement. All participants will either complete the English Language Learners (ELL) or Library Media endorsement and will have the option to take one additional quarter in order to earn their Masters of Arts in Teaching (MAT).

ARTC emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings - with particular attention to meeting the needs of the Kent community
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate technology across content areas
- Reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

The ARTC program begins with a summer intensive during the first quarter of the program. Candidates complete their student teaching and continue their coursework during the second, third and fourth quarters of the program. In quarter five, candidates have the option to complete a culminating master's project.

Completion Requirements for Certification and Degree

- Completion of the Elementary Education course requirements and maintaining Satisfactory Academic Progress
- English Language Learner coursework is incorporated into the program and will require candidates to pass the appropriate content exam by the end of the fourth quarter of the program.
- Successful completion of student teaching, and evidence-based demonstration of meeting the Washington State effective teaching standards

Upon successful completion of student teaching and all requirements, candidates qualify for recommendation for a Washington State Residency teaching certificate.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, ARTC applicants must have:

- A Bachelor of Arts or Bachelor of Science degree
- Letter of Interest/Admissions Essay
- Structured admissions interview
- The following admissions exams are required by April 2023 for the summer 2023 cohort:
Submitted WEST-B score, passing score on the NES Elementary Education exam

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Certificate in Teaching (Alt Route Program) - 52 quarter credits

- EDUC-5020: Education and Soc - Foundations of Schooling in a Diverse America
- EDUC-5080: Child Abuse & Neglect
- EDUC-5090: Child Development & Learning Theory
- EDUC-5100: Strategies of Instruction and Assessment
- EDUC-5101: Learning Theory, Instruction and Assessment
- EDUC-5380: Art/Social Studies Inquiry and Integration
- EDUC-5550: Science in K-8 Education
- EDUC-5560: Mathematics in K-8 Education
- EDUC-5670: Literacy Issues and Methods
- EDUC-5771: Foundations for Teaching English Language
- EDUC-5881: Classroom Management
- EDUC-5901: Student Teaching

- EDUC-5911: Support Seminar
- SPED-6310: Differentiating in an Inclusive Classroom

Select one endorsement track:

ARTC English Language Learners endorsement courses (12 quarter credits):

- EDUC-5772: Literature, Linguistics, and Language Acquisition
- EDUC-5773: Planning, Instruction, and Assessment For ELL English Language Arts & Social Studies
- EDUC-5774: Planning, Instruction, and Assessment For ELL Mathematics & Science
- EDUC-5775: Seminar on ELL Topics in Education

ARTC Library Media endorsement courses (12 quarter credits)

- LIBM-6020: School Library Program Management For 21st Century
- LIBM-6040: Tech Tools for Teacher Librarians
- LIBM-6090: Legal & Ethical Issues in School Librarianship
- LIBM-6080: Selection of Children's & Adolescent Library Materials

Teaching, MA

MA in Teaching

Location: AU Seattle

Credits for Degree: 56 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The MAT emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate technology across content areas
- Reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

Candidates will complete an internship during each of the first three quarters of the program. In quarter four, candidates complete a culminating master's project integrating their internship experiences with what they learned in their content and methods courses. In quarter five, candidates complete student teaching.

Completion Requirements for Certification and Degree

- Completion of the Elementary Education (56 credits) course requirements and maintaining Satisfactory Academic Progress Optional: one additional Washington State endorsement may be added by passing the appropriate middle level content exam by end of the second quarter of the program and a student teaching internship in the middle level content area: Middle Level Humanities, Middle Level Mathematics, or Middle Level Sciences
- Successful completion of each internship as a prerequisite for enrolling in the following internship
- Successful completion of the culminating master project as a prerequisite for enrolling in student teaching
- Successful completion of student teaching, and evidence-based demonstration of meeting the Washington State effective teaching standards

- Required professional growth plan for program completion

Upon successful completion of student teaching and all requirements, candidates qualify for recommendation for a Washington State Residency teaching certificate.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, MAT applicants must have:

- BA or BS degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0*
- Minimum of 40 hours experience working with K-8 youth
- One to two letters of recommendation
- A current resume or CV
- A structured Admissions Interview
- The following admissions exams are required by September 1 : Submitted WEST-B score (or an approved WEST-B alternative), passing scores on the NES Elementary Education exam
- A Fingerprint/Background Clearance

***Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.**

Transfer into the MAT program

- Applicants who began a graduate teacher preparation program at another regionally accredited university may request a transfer credit evaluation*
- Courses are reviewed for equivalent content on a course-by-course basis, official transcripts and course syllabi for all requested courses must be submitted
- Courses must carry a grade of B or better Candidates may transfer up to 12 credits

*Transfer credits at the discretion of the program

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

- EDUC-5020: Education and Soc - Foundations of Schooling in a Diverse America
- EDUC-5090: Child Development & Learning Theory

- EDUC-5100: Strategies of Instruction and Assessment
- EDUC-5520: Instructional Methods: Science
- EDUC-5570: Mathematics in Elementary Education I K-3
- EDUC-5580: Instructional Methods Health, Fitness And Safety
- EDUC-5590: Mathematics in Elementary Education II 4-8
- EDUC-5640: Literacy Issues and Methods Integrated Reading and Writing K-3
- EDUC-5660: Literacy Issues and Methods I Integrated Reading and Writing 4-8
- EDUC-5771: Foundations for Teaching English Language
- EDUC-5860: Classroom Management I Equity, Democracy, and Group Dynamics
- EDUC-5871: Classroom Management II Individual and Group Dynamics
- EDUC-5901: Student Teaching
- EDUC-5910: Support Seminar
- EDUC-6151: Integrated Master's Project I Positive Student Impact
- EDUC-6161: Integrated Master's Project II Positive Student Impact
- EDUC-6180: Master's Capstone Project Positive Student Impact
- SPED-6310: Differentiating in an Inclusive Classroom

Teaching, MA (Alternative Route to Teacher Certification)

MA in Teaching

Location: AU Seattle

Credits for Degree: 56 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

The Alternate Route to Teacher Certification (ARTC) program prepares paraeducators - as well as other classified staff and employees with conditional or emergency certifications - to become reflective, community-oriented teachers. The ARTC program allows candidates to remain in their positions while preparing for the Washington State Residency Teaching Certificate with Elementary Education and ELL Endorsement.

ARTC emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings - with particular attention to meeting the needs of the Kent community
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate technology across content areas
- Reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children and their families and communities

The ARTC program begins with a summer intensive during the first quarter of the program. Candidates complete their student teaching and continue their coursework during the second, third and fourth quarters of the program. During quarter five, candidates have the option to complete a culminating master's project.

- Completion Requirements for Certification and Degree
- Completion of the Elementary Education course requirements and maintaining Satisfactory Academic Progress

- An additional Washington State endorsement in English Language Learners (ELL) will be incorporated into the program and will require candidates to pass the appropriate content exam
- Successful completion of student teaching, and evidence-based demonstration of meeting the Washington State teaching standards

Upon successful completion of student teaching and all requirements, candidates qualify for recommendation for a Washington State Residency Teaching Certificate.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, ARTC applicants must have:

- a BA or BS degree
- Letter of Interest/Admissions Essay
- Structured admissions interview
- The following admissions exams are required: Submitted WEST-B score, passing score on the NES Elementary Education exam

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Alternative Route to Teacher Certification required courses (40 quarter credits):

- EDUC-5020: Education and Soc - Foundations of Schooling in a Diverse America
- EDUC-5090: Child Development & Learning Theory
- EDUC-5080: Child Abuse & Neglect
- EDUC-5101: Learning Theory, Instruction and Assessment
- EDUC-5380: Art/Social Studies Inquiry and Integration
- EDUC-5550: Science in K-8 Education
- EDUC-5560: Mathematics in K-8 Education
- EDUC-5670: Literacy Issues and Methods
- EDUC-5771: Foundations for Teaching English Language
- EDUC-5881: Classroom Management
- EDUC-5901: Student Teaching
- EDUC-5911: Support Seminar

- SPED-6310: Differentiating in an Inclusive Classroom

Endorsement tracks:

ARTC English Language Learners endorsement courses (12 quarter credits):

- EDUC-5772: Literature, Linguistics, and Language Acquisition
- EDUC-5773: Planning, Instruction, and Assessment For ELL English Language Arts & Social Studies
- EDUC-5774: Planning, Instruction, and Assessment For ELL Mathematics & Science
- EDUC-5775: Seminar on ELL Topics in Education

ARTC Masters Capstone (4 quarter credits)

- EDUC-6191: ARTC Master's Capstone Project

Education, Urban Environmental Education, MA

MA in Education: Urban Environmental Education

Location: AU Seattle

Credits for Degree: 48 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 15 months

Program Overview

Urban Environmental Education, MA (UEE) is designed for individuals committed to creating change as leaders and advocates who want to build capacity in communities to address environmental, social, and cultural issues. The Urban Environmental Education program's coursework, practice, and reflection build the capacity of our graduates to integrate dynamic environmental leadership with social justice so that everyone plays a part in improving city environments.

Our ground-breaking master's program addresses the theory and practice of urban environmental education, urban ecology, and community action and stewardship. In this emerging field of UEE, you will rethink traditional methods of place-based and experiential environmental education, develop new ways to connect people to their environment and community, and actively explore solutions to improve the sustainability and health of cities

Lead environmental change in diverse, urban communities.

The Urban Environmental Education Master's in Education program at Antioch University Seattle helps students take the next step in their professional careers to become leaders. Race, culture, equity, inclusion, and environmental leadership is advanced throughout the program. Theory is combined with practice as our faculty, students, community, and partners address environmental social justice issues and identify solutions together. Graduate classes are carried out in the city, on the streets, observing and investigating through the perspectives of those who live in our urban communities.

This dynamic intersection of environmental leadership and social justice drives the academic and the immersion in community practices of the MA in Education with Urban Environmental Education (UEE) program. We are looking for the new generation of educators and leaders who want to cultivate urban resilience and are needed to help create livable, resilient, and sustainable

urban environments to ensure human and environmental well-being. Members of the UEE community, like yourself, will be responsible for pioneering change, leading progress, and instilling plans for a better future.

Embracing Diversity and Equity

Diversity, equity, and social justice are at the core of our academic program, student experience, and community relationships. We are committed to advancing race, culture, equity, social justice, urban resilience, and inclusion in the environmental education field.

59% of our graduate students and alumni, as well as 55% of our faculty, identify as people of color. 96% = our program graduation rate. Our graduates are in leadership roles within the region and across the nation. 98% of program alumni employed in UEE-related positions

Program Highlights

The UEE is structured as a cohort model. The educational approaches will extend teaching and interdisciplinary learning to include youth and community development and environmental justice. The program prepares educators to work with communities by designing environmental education methods, place - based learning and community engagement as a means to authentically work within the complexity of urban neighborhoods. Educational efforts will take place in communities working closely with local organizations that focus on sustainability, resilience and environmental justice.

Concentration/Endorsement Options

Concentration areas are selected or designed by students in cooperation with an advisor. Students can combine courses, independent studies and collaboration projects. Areas of specific interest include Environmental and Sustainability Education, First Peoples' Education and Adult Education, among others.

Degree Requirements

The UEE program is a 48-credit program (you may transfer up to 12 graduate-level credits) featuring academic courses and an embedded practicum experience. The program is run as a high-touch cohort model.

Courses begin in the Summer with an orientation and a three-week learning intensive. Classes in the Fall, Winter, and Spring run two days a week (Mondays and Fridays). Three days of each week, students work in paid practicum. Friday classes include a reflective seminar praxis in action that focuses on the application of theory to practice in community-based organizations.

Transfer into the UEE program

- Applicants who began a graduate program at another regionally accredited university may request a transfer credit evaluation
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted
- Candidates may transfer up to 12 credits

Antioch BA completion students Graduate Pathways

Graduate level MAEd courses successfully taken as an undergraduate may be subsequently applied to the MAEd degree, up to 12 credits, if the student is successfully admitted to the MAEd program.

Pathway Partnerships: We are working with several Environmental Education organizations to build pathway partnerships where you will be able to take "Pathway" courses that can be transferred into the UEE program, the BA Completion program, or the Antioch University campus programs.

Inquire with the UEE about Pathway programs near you!

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch Seattle, applicants must have:

- BA or BS degree

Admissions decisions will consider:

- Cumulative GPA
- A current resume
- Structured admissions interview
- Essay

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Core Knowledge Areas (16 quarter credits, satisfied by required courses)

Diversity and Equity:

Example:

- EDUC-6220: Equity, Race, Culture and Environment Theory and Practice

Curriculum Studies:

Example:

- EDUC-6210: Urbanizing Environmental Education

Leadership and Reform:

Example:

- EDUC-6371: Community Engagement Strategies

Urban Ecology:

Example:

- EDUC-5360: Urban Ecology: System Change and Impact

Required UEE Courses (48 quarter credits)

Required Courses (32-33 quarter credits)

- EDUC-5201: Creating a Professional Learning Community
- EDUC-5210: Future of Environmental Learning
- EDUC-5240: Urban Planning and Participatory Action
- EDUC-5250: Urban Environmental Ed Capstone Or Portfolio
- EDUC-5320: Multicultural Environmental Education Strategies and Tools
- EDUC-5325: Multicultural Environmental Leadership Strategies and Tools
- EDUC-5360: Urban Ecology: System Change and Impact
- EDUC-6210: Urbanizing Environmental Education
- EDUC-6220: Equity, Race, Culture and Environment Theory and Practice
- EDUC-6230: Non-Profit Management for Educators

- EDUC-6351: Policy-Making, Engagement, and Action In Environmental Education and Sustainability Education
- EDUC-6371: Community Engagement Strategies
- EDUC-6380: Complex Urban Systems Inquiry And Investigation

Participatory Action Research and Practicum Sequence (16 quarter credits):

- EDUC-6250: Participatory Action Research Theory Theory and Practice
- EDUC-6251: Inquiry Series Practicum I
- EDUC-6260: Participatory Action Research Theory in query Proposal
- EDUC-6270: Participatory Action Research TheoryIn Query Development
- EDUC-6271: Inquiry Series Practicum III
- EDUC-6280: Inquiry Report Legacy Project
- EDUC-6281: Inquiry Series Practicum IV

Clinical Psychology, Psy.D.

PsyD in Clinical Psychology

Location: AU Seattle

Credits for Degree: 140 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 80 months

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) on Friday, November 17, 2017. The APA is the premiere psychology organization in the United States, overseeing standards, practices, and research in both psychology and psychiatry to "benefit society and improve people's lives." The organization is affiliated with over 60 national and international associations and has been influential on decisions ranging from marriage equality to conduct in war. AUS 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 practitioner/scholars.

- Objective 2.A: Students build meaningful relationships with clients, organizations, and their community.
 - *Competency: Communication and Interpersonal Skills*
- Objective 2.B: Students integrate science with theory and practice.
 - *Competency: Assessment and Intervention*
- Objective 2.C: Students practice ethically and professionally.
 - *Competencies: Ethical/Legal Standards 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
- Elective course options and an annual series of colloquia and workshops focusing on clinical practice trends, evidence-based practices, and social justice round out the program
- Practical experiences integrated throughout the program, including a full-year internship are required
- Clinical focus with flexibility to choose a clinically-relevant doctoral dissertation
- On-site Community Counseling Clinic for supervised training
- Potential involvement with faculty research, publication and other scholarly activities including the Institute of War Stress Injuries, Recovery, and Social Justice
- Participation in a social justice practicum
- Preparation for licensure and entry-level competence in the practice of clinical psychology
- An academic, non-terminal Master of Arts in Psychology degree is awarded after satisfactory completion of 60 required quarter credits

Elective Coursework

Elective course options for the program may include these areas:

- Forensic Psychology
- Integrated Behavioral Health Psychology
- Clinical Neuropsychology
- Pediatric Psychology
- History of War and Traumatic Stress Injuries: Social Justice Perspective

Graduation Requirements

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

- (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 40 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 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 7010-PSYC 7030 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 internship 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 a campus interview. The Admissions Committee of the program determines admission. Decisions of the Committee are final.

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Current resume or CV
- Previous undergraduate degree from a regionally accredited institution with a minimum cumulative GPA of 3.0.
- 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.

Current Tuition and Fees

[University Tuition and Fees](#)

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

Three First-Year Courses

Three first-year courses focus on developing clinical skills and multicultural competency while you engage in a social justice service practicum (7 quarter credits):

- PSYC-7010: Foundational Clinical Skills *
- PSYC 7020: Social Justice in Clinical Psychology* (3 quarter credits)
- PSYC 7030: Cultural Competency & Humility in Clinical Psychology* (2 quarter credits)

Core Courses (65 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-7760: Developmental Psychopathology
- PSYC-8040: Community Psychology
- PSYC-8060: Consultation and Supervision
- PSYC-8071: Professional Issues in Career Management Career Management
- WRTG-7010: Writing in Psy.D.
- WRTG-7021: Conceptualizing the Dissertation Inquiry & Research

Assessment Courses (18 quarter credits)

- PSYC-7110: Assessment: Intelligence
- PSYC-7130: Assessment: Personality
- PSYC-7170: Assessment: Integration & Practicum
- PSYC-7350: Psychometrics
- PSYC-8035: Assessment Lab

Research Courses (12 quarter credits)

- PSYC-7310: Quantitative Statistics & Analysis I
- PSYC-7320: Quantitative Statistics & 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 taken usually in the second year.

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

Professional Seminars (6 quarter credits)

The intervention series, social justice practicum, and pre-internship coincide with an integrative cumulative sequence of three consecutive supervisory seminars entitled "Professional Seminar" (ProSem) that students will take in their Second Year. These courses are accompanied by 1 credit of individual supervision (PSYC-8010 Supplemental Supervised Experience) each quarter for the total of 3 credits.

- PSYC-7910: Professional Seminar I Clinical Psychology
- PSYC-7920: Professional Seminar II Clinical Psychology

- PSYC-7930: Professional Seminar III Clinical Psychology

Elective Courses

In addition to the 126 credits of clinical training and core courses, students need 14 elective credits to reach the 140 credit degree requirement. These courses may include Pediatric Psychology, Integrative Behavioral Health Psychology, Forensic Psychology, or Clinical Neuropsychology.

- PSYC-7530: Integrated Behavioral Health Psychology
- PSYC-7630: Forensics Psychology
- PSYC-7650: History of War and Traumatic Stress Injuries a Social Justice Perspective
- PSYC-7670: Pediatric Psychology: Best Practices
- PSYC-7680: Clinical Neuropsychology

Psy.D. Dissertation Process (6 quarter credits)

- PSYC-8901: Dissertation Seminar I: Prospectus
- WRTG-8901: Writing the Dissertation Prospectus
- PSYC-8902: Dissertation Seminar II: Proposal
- WRTG-8902: Writing the Dissertation 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.

Psychology, Integrative Studies, MA

MA in Psychology: Integrative Studies

Location: AU Seattle

Credits for Degree: 60 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 30 months

Program Overview

The Master of Arts in Psychology: Integrative Studies is a non-clinical 60 credit MA degree in Psychology for students who will not complete a clinical degree and are recommended by the faculty of the program as appropriate for this option. This degree does not meet the requirements for eligibility for licensure or credentialing as a licensed mental health provider in Washington State. The option is most appropriate for students who have completed at least 45 credits in their original degree plan of study. Students eligible for this degree work with their advisor to develop an individualized plan of study based upon credits already completed. In addition, it requires an application project which is taken for academic credit in lieu of an internship.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Students eligible for this degree work with their advisor to develop an individualized plan of study based upon credits already completed.

Culturally Responsive Early Childhood Education, Certificate

Certificate in Culturally Responsive Early Childhood Education

Location: AU Seattle

Credits for Certificate: 37 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 6 months

Program Overview

This certificate program assists experienced early childhood educators earn academic credit for experiential learning from professional work in the field. It is designed to help students build a bridge toward completing a 4-year degree.

This six-month certificate program involves 12 credits—two writing classes and two reflective practice courses - focused on developing skill in critical thinking, communication, and articulating learning from practice. These courses support students to prepare prior learning portfolios from which students can earn up to 45 prior learning credits over the two quarters for a possible overall certificate total of 57 lower division credits. Prior learning credits are awarded for demonstrated learning from past work experience as an early childhood educator. While all credits earned will be transcribed, a certificate is awarded if a student successfully completes all four of the current courses, plus a minimum of 25 prior learning credits.

The program is designed as a cohort of up to 24 students who move through the two quarters together with two instructors and 1 or 2 writing coaches. Classes are held on Saturdays and Sundays, approximately every other weekend.

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. Spanish language cohorts are currently being offered, with planning underway to begin Somali and Cantonese cohorts in the future. 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 Certificate in Culturally Responsive Early Childhood Education are expected to have the following:

- A minimum of 5 years of professional experience in the field.
- Evidence of ability to do lower division (100 and 200 level) college courses, which could include any of the following: high school diploma, GED, home school certificate or successful completion of CLEP tests, a college course, or continuing professional education credits.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

First Quarter Courses

- EXP-2030: Reflective Practice in ECE I (3 credits)
- WRTG-1000: Narrative Writing (3 credits)

Second Quarter Courses

- EXP-2031: Reflective Practice in ECE II (3 credits)
- WRTG-1010: Expository Writing in ECE (3 credits)

Course Equivalencies/Prior Learning Credits

Students select from among the following options to demonstrate up to 45 total prior learning credits via portfolio:

- ART-2070: Cultural Arts (5 prior learning credits)
- ECE-1050: Intro to Early Childhood Education (5 prior learning credits)
- ECE-1070: Health, Safety, Nutrition (5 prior learning credits)
- ECE-1200: Practicum in Early Childhood Education (5 prior learning credits)
- ECE-1340: Family Child Care (5 prior learning credits)
- ECE-1600: Curriculum Development (5 prior learning credits)
- ECE-1800: Language and Literacy Development (5 prior learning credits)
- ECE-2000: ECE Disaster Plan/Response (5 prior learning credits)
- EDUC-1220: Working With Young Dual Language Learners (5 prior learning credits)
- EDUC-1300: Guiding Behavior (5 prior learning credits)
- EDUC-1320: Introduction to Culturally Relevant Anti-Bias Education (5 prior learning credits)
- EDUC-1420: Supporting Children With Special Needs (5 prior learning credits)
- EDUC-1500: Child, Family, and Community (5 prior learning credits)

- LANG-2060: Conversational Somali (5 prior learning credits)
- LANG-2061: Narrative Writing in Somali (5 prior learning credits)
- LANG-2070: Conversational Cantonese (5 prior learning credits)
- LANG-2071: Narrative Writing in Cantonese (5 prior learning credits)
- LANG-2080: Conversational Tigrinya (5 prior learning credits)
- LANG-2081: Narrative Writing in Tigrinya (5 prior learning credits)
- LANG-2090: American Sign Language (5 prior learning credits)
- LANG-2100: Special Topics in Language Learning (5 prior learning credits)
- MAT-1030: Business Math (5 prior learning credits)
- SCI-2070: Science of Nutrition (5 prior learning credits)
- SPA-2050: Conversational Spanish (5 prior learning credits)
- SPA-2051: Narrative Writing in Spanish (5 prior learning credits)

Health Counseling and Psychology, BA

BA in Health Counseling and Psychology

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

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 physical health and wellbeing. The program addresses biological, social and behavioral factors of health, as well as how culture, geography, race and experiences factor into physical wellness. Students completing the major will gain the following competencies 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.

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 and volunteer activities.

Shared Student Learning Outcomes

Graduates of the BA Health Counseling & Psychology Program can expect to evidence the Shared Learning Outcomes common to all AU undergraduate programs:

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

General Education Requirements & Liberal Arts Core Competency Demonstration

To meet the general education requirements each student must transfer in or take a minimum of 6 quarter credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning, and the Social Sciences. In addition, each student presents evidence by graduation of competency in the breadth and depth of a liberal arts degree through a portfolio of best work.

Students have access to a wide variety of courses from which to fulfill General Education and Liberal Arts core competency requirements. These range from Arts & Literature (e.g. Socially Engaged Art, Collage & Transformation, Literature of Protest, Crafting Short Fiction); to Media & Communications (Media for Social Change, Documentary Film, Surveillance); Global & Social Justice (Movements of the Marginalized, LGBTQIA Voices, Confronting Inequality); Leadership & Sustainable Business (Intersectional Coaching, Far-From-Equilibrium: Systems Perspectives on Change, Triple Bottom Line Accounting); Spiritual Studies (Buddhism's Myths, Magic and Mystics, Wisdom of the Psyche: Depth Psychology Perspectives, Eco-Spirituality); Urban Ecology (Environmental Racism/Environmental Justice, Urban Agriculture, Sacred Botany); and interdisciplinary seminars (When a Community Weeps, Sexualities, Genders & Identities, Birds in the Human Imagination and in the Field).

Core Liberal Arts Curriculum

A core curriculum in liberal studies supports students to design and successfully complete their bachelor's degree. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their own interests, goals and contemporary world needs. All degree students also take a seminar addressing issues of power, privilege and oppression, and a series of writing classes to deepen their 'voice' and writing fluency. Throughout their time at Antioch, students work collaboratively with other students, sharing the results of their own studies and expressing their creativity in peer group settings. All students engage learning in their communities during their time at Antioch, and finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

Translating Prior Learning into College Credit

All Antioch Seattle Undergraduate programs honor the achievements and knowledge that adult learners have gained in the real world. Therefore, students have an option to earn academic credit for college-level knowledge and skills acquired outside the classroom prior to enrollment. For example, if you have worked in a substance abuse program, or taught yoga, or Students can earn up to 45 credits for Prior Learning within the BA in Liberal Studies Program.

Optional Emphasis Areas (12 quarter credits minimum)

Students may elect an 'emphasis' of pin-depth study within the HCP major. 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.

MA/Graduate Pathway (12 overlapping credits)

The MA pathway provides an accelerated route for qualified students in the BA in Health Counseling & Psychology to transition into a graduate program at Antioch University while completing their undergraduate coursework. The Pathway requires acceptance into either the MA in Clinical Mental Health Counseling (CMHC) or MA in Couple and Family Therapy (CFT). Either of these clinical degrees can be combined with either Art Therapy or Drama Therapy. Students apply to the MA Psychology program when they are within approximately 3-4 quarters of finishing their BA. If accepted into an MA program, the student launches into the first 12 credits of their graduate program while completing the BA in Liberal Studies degree.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required AUS Liberal Arts coursework

Required liberal arts courses require a minimum of 19, and up to 28 credits

- Liberal Studies Seminar (3-4 credits)
- Writing in Academic Contexts (3 credits)
- Power, Privilege & Oppression (3-4 credits)
- a writing intensive ("W") course (3-4 credits)
- Inquiry & Research (3 credits)
- Competency Integration Seminar (1-2 credits)
- Senior Synthesis Seminar (1-2 credits)
- Senior Synthesis Project (1-2 credits)

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, 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

- Developmental Perspectives (3-4 credits)
- Abnormal Psychology (3-4 credits)
- *Either* a Positive Psychology/Resilience or a Somatic Psychology course (3-4 credits)
- Research Methods (3-4 credits)

Health Psychology Coursework - minimum 9 credits

- Health Psychology and Promotion (3-4 credits)
- *Either* Biological Systems & Human Health *or* Neuropsychology (3-4 credits)
- *Either* Creative Arts Healing *or* Applied Mindfulness (3-4 credits)

Counseling Coursework & Supervised Field Experiences - minimum 12 credits

- Counseling Role (3-4 credits)
- Ethics in Professional Settings (3-4 credits)
- Supervised Psychology Field Experience (2 quarters of 3 credits each)

Plus, electives such as:

- Grief & Loss
- Navigating Depression & Anxiety
- Trauma & Boundaries
- Embracing Neurodiversity
- Attachment & Attunement
- Healthy Relationships & Emotional Regulation
- Applied Statistics
- Addictions
- Ecopsychology

In addition, the HCP major may include an optional emphasis of at least 12 credits, and MA pathway courses amounting to the final 12 credits.

Liberal Studies Bachelor of Arts, General Overview

BA in Liberal Studies, with academic Concentrations

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

In line with the mission of Antioch University, the BA in Liberal Studies degree completion program is a 180-quarter-credit program built on principles of rigorous liberal arts education, lifelong learning and social responsibility. Guided by these principles, the curriculum places the student at the center of their learning process. Antioch offers a bachelor's degree completion opportunity for self-directed learners ready to steer their own educational pathways.

Students come to AUS with backgrounds ranging from recent community college experience to students with up to 30 or more years of work and life experiences. Students in the BA in Liberal Studies Program may have accumulated college credits from other accredited institutions, from recognized testing processes, from military service, and/or from prior learning experience. From these diverse backgrounds, BA Liberal Studies students, with faculty guidance, design their own plans of study to round out liberal arts learning outcomes and focus on an area of personal and career interest.

The BA degree completion program is designed to meet learners where they are personally, professionally and academically. Antioch's BA in Liberal Studies program is meant for the learner who is planning, among other things, to:

- Change career directions
- Get a promotion
- Pursue a new job opportunity
- Attend graduate school
- Become a community or environmental activist
- Launch one's life dream/project
- Experience the personal fulfillment of completing a bachelor's degree

Many Antioch BA students are currently employed and have clear personal and professional goals. They are managers, artists, small business owners, social service workers, parents, community activists, military veterans, independent scholars and recent (or not-so-recent)

graduates of community and technical colleges. Others are at early stages of their careers and want to explore ways to match their ideals with their studies and future work, especially with regard to social change and social justice.

All these students share:

- A desire to shape their education to fit professional and personal goals
- Interest in self-directed learning
- Drive for a personally meaningful education
- Strong motivation to enhance their professional and personal lives
- Appreciation of the value of collaboration
- Strong desire to make a significant contribution to society and create social change

The BA Liberal Studies degree requires a minimum of 45 residency credits, and must include a minimum of 60 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.

Shared Student Learning Outcomes

Graduates of the BA Liberal Studies Program can expect to evidence the Shared Learning Outcomes common to all AU undergraduate programs:

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

General Education Requirements & Liberal Arts Core Competency Demonstration

To meet the general education requirements each student must transfer in or take a minimum of 6 quarter credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning,

and the Social Sciences. In addition, each student presents evidence by graduation of competency in the breadth and depth of a liberal arts degree through a portfolio of best work. Students have access to a wide variety of courses from which to fulfill General Education and Liberal Arts core competency requirements. These range from Arts & Literature (e.g. Socially Engaged Art, Collage & Transformation, Literature of Protest, Crafting Short Fiction); to Media & Communications (Media for Social Change, Documentary Film, Surveillance); Global & Social Justice (Movements of the Marginalized, LGBTQIA Voices, Confronting Inequality); Leadership & Sustainable Business (Intersectional Coaching, Far-From-Equilibrium: Systems Perspectives on Change, Triple Bottom Line Accounting); Spiritual Studies (Buddhism's Myths, Magic and Mystics, Wisdom of the Psyche: Depth Psychology Perspectives, Eco-Spirituality); Urban Ecology (Environmental Racism/ Environmental Justice, Urban Agriculture, Sacred Botany); and interdisciplinary seminars (When a Community Weeps, Sexualities, Genders & Identities, Birds in the Human Imagination and in the Field).

Core Liberal Arts Curriculum

A core curriculum in liberal studies supports students to design and successfully complete their bachelor's degree. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their own interests, goals and contemporary world needs. All degree students also take a seminar addressing issues of power, privilege and oppression, and a series of writing classes to deepen their 'voice' and writing fluency. Throughout their time at Antioch, students work collaboratively with other students, sharing the results of their own studies and expressing their creativity in peer group settings. All students engage learning in their communities during their time at Antioch, and finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

Areas of Academic Concentration

In consultation with their academic advisors, students create a concentration that is in many ways like a traditional academic major. The significant difference is that students help design the combination of courses that make up their area of concentration, creating a unique mix of lower and upper division, and interdisciplinary coursework. In this way, students develop an area of concentration around their intellectual interests and career goals, drawing on past or current passions to shape concentrations that prepare them for graduate study or future career changes.

Concentrations require a minimum 40 quarter credits of coursework, comprised of transfer courses, prior learning, Antioch courses, independent studies, service learning, internships, and other learning activities. Concentrations must include a minimum 3 credits of community-based learning, and a final, capstone/senior synthesis project.

Students choose concentrations in one of two ways: 1) Individualized Concentrations are created through a degree committee structure, where the student, an academic advisor and two community advisors guide the student to design learning activities to form a coherent plan of disciplinary or interdisciplinary study, named by the student. Or, 2) Students choose one of the several areas of concentration established by the BA faculty drawing from a curriculum designed specifically to support these fields of study. In either instance, the student develops a learning plan with advisor approval to fulfill the area of concentration requirement.

Students may choose from the following concentrations:

- Arts & Literature
- Communication and Media
- Education
- Global & Social Justice Studies
- Individualized
- Leadership & Sustainable Business
- Psychology & Counseling
- Spiritual Studies
- Urban Ecology

Optional Emphasis Areas (12 quarter credits minimum)

Students may elect an 'emphasis' of in-depth study within their area of concentration. These emphasis areas provide students with a specialized area of knowledge and skills. Emphasis areas are framed by the student, approved by the academic advisor, and must comprise at least 12 quarter credits that cohere around a central topic.

Translating Prior Learning into College Credit

All Antioch Seattle Undergraduate programs honor the achievements and knowledge that adult learners have gained in the real world. Therefore, students have an option to earn academic credit for college-level knowledge and skills acquired outside the classroom prior to enrollment. For example, adults who have studied art, learned management skills working in an office or investigated theories of child development while raising their own children can receive college credit for the competencies gained from these activities. Students can earn up to 45 credits for Prior Learning within the BA in Liberal Studies Program.

MA/Graduate Pathway (12 overlapping credits)

The MA pathway provides an accelerated route for qualified students in the BA in Liberal Studies Program to transition into a graduate program at Antioch University while completing their undergraduate coursework. The Pathway requires acceptance into an Antioch Master's degree program, of which there are many options in Psychology, Education, Leadership & Management, Environmental Studies and the Fine Arts. Students apply to the MA program when they are within approximately 3-4 quarters of finishing their BA. If accepted into an MA program, the student launches into the first 12 credits of their graduate program while completing the BA in Liberal Studies degree.

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Required liberal arts courses require a minimum of 19, and up to 28 credits:

- Liberal Studies Seminar (3-4 credits)
- Writing in Academic Contexts (3 credits)
- Power, Privilege & Oppression (3-4 credits)
- a writing intensive ("W") course (3-4 credits)
- Inquiry & Research (3 credits)
- Competency Integration Seminar (1-2 credits)
- Senior Synthesis Seminar (1-2 credits)
- Senior Synthesis Project (1-2 credits)

Area of Concentration Coursework

The area of academic concentration requires a minimum of 40 credits. It is comprised of electives, plus a minimum of 3 credits of community-based learning (such as an internship or service learning), a senior/capstone project, and an optional emphasis area.

- Arts & Literature
- Communication and Media
- Education
- Global & Social Justice Studies
- Individualized
- Leadership & Sustainable Business
- Psychology & Counseling
- Spiritual Studies
- Urban Ecology

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: Classroom

Standard time to completion: 36 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Mural Painting
- Poetry in an Age of Anxiety
- Collage & Transformation
- Crafting Short Fiction
- Socially Engaged Art
- Art of Memoir
- History of Color: Creative, Cultural & Scientific Perspectives
- Literature of Protest
- Of Hands & Earth, Soul & Fire: Creative Expressions in Clay
- Healing Narratives
- Graven Images: Art, Religion & Culture
- Writing the Anthropocene: Nature Writing in a Time of Climate Catastrophe
- Art & Rebellion
- Indigenous Voices
- Family Sagas: Intergenerational Trauma

Plus quarterly access to studio art classes in drawing, painting, & sculpture through our partnership with the GAGE Academy of Art

Sample Community-Based Learning Experiences:

- Designed original logos and set up a website for a start-up
- Work with nonprofits to create art, theatre and dance programs in local schools.

Sample Synthesis Projects:

- Curated an art show
- Completed the first draft of a science fiction novel
- Staged a reading of one act of an original play
- Painted a series of portraits

Liberal Studies, Communication and Media Concentration, BA

BA in Liberal Studies: Communication and Media

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The goal of this concentration is to prepare students to work in fields such as digital media, film, education, hypermedia, community journalism, advocacy and public relations. Students also acquire the necessary prerequisites for successful graduate study. While students may choose to focus on one area in communication, the concentration encourages cross-disciplinary study. They are encouraged to develop proficiency in at least one medium of communication, such as video, radio, graphic design, photography, writing or public speaking, and to gain real-world experience in at least one profession-related communication area, such as video production, journalism, podcasting, social justice advocacy, community relations or event planning.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Media for Social Change
- Global Cinema

- Intercultural Communications
- Documentary Film
- Community Voices
- Citizen Journalism
- Fake New, Journalism & Politics
- Surveillance

Sample Community-Based Learning Experiences:

- Produced and directed short videos with nonprofits
- Interned with local news organizations
- Apprenticed with graphic designers at a local firm
- Designed public relations and outreach materials for a small business

Sample Synthesis Projects:

- Shot and edited a documentary about the ecosystem and marine life in Puget Sound
- Developed a strategic communication campaign to raise awareness about healthy eating
- Organized nonviolent communication workshops dealing with domestic violence
- Hyper-local reporting: writing for community papers and blogs
- Internship with a local TV station

Liberal Studies, Education Concentration, BA

BA in Liberal Studies: Education

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

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, and the need for equity, justice and systems reforms throughout all forms and levels of education. Students with an education concentration may be early childhood educators needing to complete a BA, interested in preparing for a teacher's credential program through Antioch's graduate programs in Education, or aiming to start their own mission & justice driven educational program.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Curriculum Studies & Reflective Practice
- Leadership & Reform

- Becoming a Race-Conscious Educator
- Diversity & Equity
- Adult Teaching & Learning Frameworks
- Intersectional Coaching
- Sexualities, Genders & Identities
- Freedoms & Unfreedoms in US History
- Movements of the Marginalized
- Narrating Change: Stories for Collective Action
- Youth at Risk
- Displaced Persons: Immigrants & Refugees
- Far-From-Equilibrium: Systems Perspectives on Change
- When a Community Weeps
- Ethics in Professional Settings

Sample Community-Based Learning Experiences:

- Work with nonprofits to create art, theatre and dance programs in local schools.

Sample Synthesis Projects:

- Develop a peer mentoring program for youth
- Creating a syllabus for a college course

Liberal Studies, Global and Social Justice Studies Concentration, BA

BA in Liberal Studies: Global and Social Justice Studies

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

The goal of the Global and Social Justice Studies concentration is to prepare students to work within global and social justice organizations (e.g. nonprofit, governmental, educational, political, labor, philanthropic, humanitarian, and/or community-based organizations). Students interested in addressing urgent social problems, strengthening their own civic engagement, and/or pursuing graduate studies are encouraged to participate in this concentration. Global and Social Justice Studies foregrounds the important role social movements - consisting of diverse youth, workers, indigenous communities, religious leaders, women, artists, cultural workers, and committed individuals of every color - have played throughout history in creating a more peaceful global society. Through coursework and community-based learning opportunities, students will gain various political, theoretical, and organizational skills necessary to foster the conditions for empowerment and transformation within themselves as well as with their respective communities.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Confronting Inequality
- Freedoms & Unfreedoms in US History
- Movements of the Marginalized
- Civil Rights Tour
- Narrating Change: Stories for Collective Action
- Beyond Homelessness
- Intersectional Coaching
- Sexualities, Genders & Identities
- Mapping Worlds: Wayfaring at the Margins
- LGTBQIA Voices
- Displaced Persons: Immigrants & Refugees
- Youth at Risk

Sample Community-Based Learning Experiences:

- Women's Education Project
- Washington Fair Trade Coalition
- Social Justice Fund
- King County juvenile justice program
- Field based learning to organize/support an international Human Rights Day event

Sample Synthesis Projects:

- Design and facilitate an educational curriculum related to social / global justice issue
- Design a community-based research project with a local organization
- Interview and document the "counter-narratives" of community activists
- Organize an International Human Rights Day event / symposium.

Liberal Studies, Individualized Concentration, BA

BA in Liberal Studies: Individualized

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

BA Liberal Studies students may elect to design their own academic concentration. Students who choose the individualized option work with a degree committee composed of the student, their academic advisor, and two specialists in the area of concentration who could be other Antioch faculty members or professionals in the larger community. Degree Committees meet three times spaced over the student's time at Antioch to help design and, in the end, evaluate the student's program. For example, a student who studies psychology, art and social justice may have committee members who are art therapists or are working in mental health clinics for disenfranchised people. These concentrations are shaped to personal interests and often cross disciplines. The student proposes the name for their individualized concentration, which must be approved by the degree committee.

Examples of individualized Areas of Concentration from recent graduates are:

- Sustainable Communities
- Change Management
- Somatics, Psychology and Dance
- Children, Family and Community
- Film and Social Change
- Culinary Anthropology

Current Tuition and Fees

[University Tuition and Fees](#)

Plan of Study

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course

Possible coursework for concentration

An individualized Area of Concentration requires a minimum 40 quarter credits of coursework, comprised of transfer courses, prior learning, Antioch courses, independent studies, service learning and other learning activities. Concentrations must include a minimum 3 credits of community-based learning, and a final, capstone/senior synthesis project. The student works out the component learning activities with their academic advisor and degree committee.

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: Classroom

Standard time to completion: 36 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Far-From-Equilibrium: Systems Perspectives on Change
- Intersectional Coaching
- Narrating Change: Stories for Collective Action
- Triple Bottom Line Accounting & Financial Management
- Business Systems & Impacts
- Ethics in Professional Settings

Sample Community-Based Learning Experiences:

- Raising awareness about multicultural issues in one's work team/division
- Doing market research for a café and bookstore
- Assist a family owned business develop a human resources program
- Internship based on a project management initiative at work

Sample Synthesis Projects:

- Developing and implementing a volunteer training workshop
- Lead a change initiative at one's workplace
- Develop a business plan for a new environmental start-up
- Development of a sustainability transition plan for one's company
- Development of a triple bottom line accounting system for a family business
- Analysis of toxic waste disposal practices in a local medical facility & drafting a proposed set of waste reduction recommendations

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: Classroom

Standard time to completion: 36 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Abnormal Psychology
- Health Psychology & Promotion
- Positive Psychology & Resilience
- Somatic Awareness: Engaging the Body
- Neuropsychology
- Biological Systems & Human Health
- Applied Mindfulness
- Creative Arts Healing
- Counseling Role
- Ethics in Professional Settings
- Psychology Field Experience
- Research Methods
- Applied Statistics
- Grief & Loss
- Attachment & Attunement
- Applied Statistics
- Embracing Neurodiversity
- Addictions
- Navigating Depression & Anxiety
- Trauma & Boundaries
- Healthy Relationships & Emotional Regulation
- Ecopsychology
- Family Sagas: Intergenerational Trauma

Sample Community-Based Learning Experiences:

- Volunteer with families in need at Fred Hutchinson Cancer Research Center
- Service learning project at Lambert House, which serves gay, lesbian, bisexual, transgender and questioning youth
- Counseling internship with a mental health agency

Sample Synthesis Projects:

- Advocacy project working for human rights for those with mental illness
- Review of the research on the application of Dialectical Behavior Therapy to female adolescents with substance abuse problems
- Oral history project with family members examining the role of depression in three generations of women's lives

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: Classroom

Standard time to completion: 36 months

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.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive ("W") Course (4 quarter credits)

Possible coursework for concentration

- Modernity & the Search for Meaning

- Wisdom of the Psyche: Depth Psychology Perspectives
- Zen & Taoism
- Hinduism: Embracing Multiplicity and Paradox
- Buddhism's Myths, Magic & Mystics
- Eco-Spirituality
- Psychology & Spirituality
- Cultivating Gratitude
- Shadow & the World Soul
- Ceremonial Design and Sacred Time
- Practicing Self-Compassion
- Graven Images: Art, Religion & Culture
- Pilgrimage: Walking with Intention
- When a Community Weeps

Sample Community-Based Learning Experiences:

- Internship with a youth rites-of-passage program
- Create and implement a workshop on Right Livelihood
- Lead a meditation group in a prison
- Apprentice in a hospice care program or nursing home

Sample Synthesis Projects:

- Write an essay on the spiritual foundations of addiction
- Present a workshop on spirituality and social change
- Go on a vision quest or pilgrimage and write about the experience
- Analyze world events from an Archetypal perspective
- Exhibit a series of paintings based on dreams

Liberal Studies, Urban Ecology Concentration, BA

(updated 8/22/22)

BA in Liberal Studies: Urban Ecology

Location: AU Seattle

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

Program Overview

This concentration prepares students for work and/or graduate studies in a wide range of fields, including: social entrepreneurship, community development, social change advocacy, environmental stewardship, climate change activism, urban environmental education, public policy & law, urban design and government agencies (departments such as parks, utilities, social services or neighborhoods). A highly interdisciplinary concentration, Urban Ecology engages students in the study of political economy, food systems, environmental justice, cultural studies, policy studies, urban planning, education and social change. This concentration educates students to take innovative leadership roles with communities facing the challenges and opportunities of dense urbanization, a growing urgency for social justice, and quickly evolving environmental conditions. Graduates with this concentration are committed to nurturing resilient communities in which residents thrive culturally, psychologically, spiritually, and economically.

Current Tuition and Fees

[University Tuition and Fees](#)

Interdisciplinary Core Required Courses (20-28 quarter credits)

- LIB-3010: Liberal Studies Seminar
- LIB-3020: Diversity, Power & Privilege
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project
- WRTG-4050: Writing in Academic Contexts
- WRTG-4060: Inquiry and Research
- A Writing Intensive (“W”) Course (4 quarter credits)

Possible coursework for concentration

- Environmental Racism; Environmental Justice
- Urban Agriculture
- Sacred Botany
- Birds in the Field and Human Imagination
- Nutrition & the Politics of Food
- When a Community Weeps

Sample Community-Based Learning Experiences:

- Apprentice with a local artist, writer or film-maker focused on community issues
- Organize a speaker/lecture series on a global issue
- Training with an international NGO
- Practicum with a labor union or community-based organization
- Work with a Community Garden

Sample Synthesis Projects:

- Develop a project on local, sustainable agriculture in the greater Seattle area
- Design an advocacy project promoting outdoor recreation and experiential education for troubled youth in public high schools
- Research the effects of global warming on coastal urban areas
- Facilitate a community issues forum
- Compare and contrast different farming systems (agri-business, organic, bio-dynamic, and permaculture)
- Design an advocacy project promoting experiential environmental education for at risk youth in public high schools
- Oral history project dealing with an immigrant community

Antioch University Graduate School of Leadership and Change

Welcome Letter from Dean and Introduction

The Antioch University Graduate School of Leadership & Change (GSLC) is a nationally recognized center of excellence for graduate education offering degrees of purpose to explore the interdisciplinary theory, research and practice of leading change that addresses the world's most pressing problems.

The PhD in Leadership and Change (PhDLC) is a distinctive doctoral program that combines faculty-mentored, individualized learning rooted in the mission of Antioch University, the learning goals of lifelong adult learners, and the needs of professionals as disciplined reflective change agents and engaged scholar-practitioners.

Culminating nearly two successful decades, our uniquely designed graduate programs bring together geographically dispersed and dynamically diverse learning communities of students, faculty and alumni in bold conversations, transformative action, engaged scholarship and rigorous research.

We are thrilled to welcome you to our community of learners.

Laurien Alexandre, PhD
Dean, Antioch University Graduate School of Leadership and Change

Campus Leadership

Dean, Graduate School of Leadership & Change: Laurien Alexandre

Director of Operations and Student Services: Jen Swartout

Director of Internal/External Affairs and Special Assistant to the Dean: Leslee Creighton

Student Accounts Specialist: Jackie Dailey

Director of Financial Aid: Katy Stahl

Associate University Registrar: Tara Rhinehart

Director of Disability Support Services: Karen Crist

School Certifying Official (VA Benefits): Jackie Dailey

Faculty Research Librarian: Stephen Shaw

Campus Calendar

Please [click](#) here to view the Antioch University Graduate School of Leadership and Change Academic Calendar.

Current Tuition and Fees

[University Tuition and Fees](#)

Leadership and Change, PhD

PhD in Leadership and Change

Location: Graduate School of Leadership and Change

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.

We view this PhD as a degree that prepares students to enter the community of scholar-practitioners. It is a degree that is appropriate for university researchers as well as practicing professionals. Scholars, whether in industry or academy, honor the practices and obligations of scholarship as stewards of their discipline and professional domain. Whether in a business or university, scholars perform pedagogical roles in their professional lives. We believe the PhD degree prepares scholars to practice their profession with highest standards in multiple and varied academic and non-academic settings.

Accordingly, within the context of domain and disciplinary competence, it is our view that the essential characteristics of a scholar as a professional are:

- *To be Reflective.* One doesn't just act, but regularly steps back and reflects on what the action means. Reflection can't be done in isolation, however; therefore, it is important to establish communities of reflection. Thus, the PhD in Leadership and Change places a high value on disciplined reflection within and among peers, in the form of cohorts.
- *To be Responsible.* One upholds the standards of evidence, argumentation, and the drive for honesty in one's own work. Thus, the PhD program places a high value on the scholarly enterprise, ethical behavior, and rigorous inquiry skills.
- **To be Communal.** It is a scholar's obligation to pass on what she/he knows. The work of the scholarly community transcends any one person. Thus, this program places a high value on collaborative learning, dialogue, and a robust community of learners.

In order to prepare people to become stewards of discipline, domain, or profession, and to be, in the words of the Carnegie Foundation's former President, Lee Shulman, "officers of the community of scholars," we believe it is important to rethink key aspects of doctoral education. This PhD program is designed for working professionals who will understand and lead organizational change in their professions as reflective practitioners and engaged scholars.

Understanding and leading change in the professions requires the essential elements of the scholar as professional: to be a reflective practitioner, to be responsible and act with integrity as one leads, and to be communal in one's learning, leading, and reflecting. In essence, our program posits that scholarship is not site bound, and we believe that working professionals can, in fact, be working scholars in the best sense of that tradition and community. While retaining Antioch's educational philosophy and values, this PhD program has developed educational goals and activities that are distinctive within American higher education and represent an alternative to most present PhD programs. In developing this program, special emphasis has been given to some of the major issues raised in the national discussion on re-envisioning the PhD. These discussions have emphasized the need for programs:

- to be more learner-centered,
- to encourage students to collaborate with each other in their doctoral work,
- to increase the quality and availability of faculty mentoring for students, and
- to increase the integration of professional practice with academic learning.

Further, this re-envisioning effort has also called for experimentation with new types of PhD programs and for the assessment of these programs to determine their effectiveness.

In Spring 2010, the PhD program underwent a Program Review, a process in which external reviewers evaluate the degree to which a degree program is fulfilling what it says it does and how well it does it. The reviewers concluded their assessment by saying, "The PhD program is serving as a national model to inform the continuing discussion of the nature of doctoral education in the United States and around the world. It is once again placing Antioch University at the forefront of innovation, leadership, and change. Moreover, the PhD program serves as a model for experimentation in innovation within the University itself, having a highly successful model as measured by student satisfaction as well as degree retention and completion."

Admission Requirements

The PhDLC program admits a cohort of up to 25-30 students each year.

Entry date: July 1, annually

Application Deadlines: Applications are accepted on a rolling basis year-around.

- Early admission review cycle: applications completed by October 1
- Regular admission review cycle: begins February 1 and continues through mid-May or until the cohort is full

A master's or other graduate degree issued from an institution recognized by an accrediting body that has been approved by the United States Department of Education or the Council for Higher Education Accreditation and five years of relevant professional experience are minimum eligibility requirements. In addition, selection for admission will depend upon such characteristics as capacity for self-directed learning, evidence of strong academic skills and

conceptual abilities, and an interest in interdisciplinary study and applied research. Applicants must demonstrate a strong potential for individual and professional growth, evidence of leadership and aspiration to lead, and an interest in being a socially engaged professional.

How to Apply

1. Online Application
2. Admissions essay
3. Three recommender forms
4. Transcripts
5. Resume
6. Research-oriented writing sample
7. Application fee

Application material can be submitted via email to admissions.phdlc@antioch.edu or hard copies can be mailed to:

PhD in Leadership and Change
Antioch University
900 Dayton St.
Yellow Springs, OH 45387

Please note: All materials submitted for application to the PhD program become the property of the PhD program.

Current Tuition and Fees

[University Tuition and Fees](#)

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-7310A: Critical Review of Research A
- LC-7310B: 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 Pro Seminars: 6 Annual Credits

- LC-7010: Proseminar I
- LC-7020: Proseminar II
- LC-7030: Proseminar III

Attend 9 Residencies: 0 Credits

- RES-9010: Residency 1
- RES-9020: Residency 2
- RES-9030: Residency 3
- RES-9040: Residency 4
- RES-9050: Residency 5
- RES-9060: Residency 6
- RES-9070: Residency 7
- RES-9080: Residency 8
- RES-9090: Residency 9

Dissertation: 23 Annual Credits

- LC-8000: Dissertation Proposal
- LC-8100: Dissertation

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 by fax (916) 263-1897 (916) 574-8900 or by fax (916) 263-1897.

Authorization

Antioch University Los Angeles along with its branch location, Antioch University Santa Barbara, is a private not-for-profit institution and is authorized for operation in the state of California by the State of California Bureau of Private Postsecondary Education (BPPE), which means compliance with state standards as set forth in the CEC and 5, CCR. 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.

California Commission on Teacher Credentialing Accreditation

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. Antioch University Los Angeles is fully accredited by this agency through Fall 2022.

Tuition and Fees

Information on total charges for a period of attendance and an estimated schedule of total charges for each of our educational programs offered in California is available here for our Los Angeles location and here for our Santa Barbara location. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.

Housing Information

Antioch University Los Angeles is non-residential and has no dormitory facilities under its control. Antioch University Los Angeles has no responsibility to find or assist students in finding housing. However, there are several housing options (apartments/condos) available within the campus' location in Culver City and in adjacent cities/areas such as Marina Del Rey, Mar Vista, Palms, Santa Monica, Westchester, El Segundo, Manhattan Beach, Inglewood, etc.. The estimated cost of renting an apartment or a condo ranges from \$1,000 (studio-type) to \$2,800 a month depending on the area. To get a better idea you may search www.zillow.com for more information.

Facilities, Equipment, and Materials for Instruction:

The Antioch University Los Angeles (AULA) campus is located in Culver City, California, on the west side of greater Los Angeles, in an area historically known as Fox Hills. The AULA campus is in a large office park which houses a variety of tenants, including small businesses, law firms, and creative agencies. The AULA campus comprises three full floors in the Culver 400 building. The campus has over 17,000 square feet of classroom and conference room space, where instruction takes place. Instructions are all in English. All dedicated classrooms have built-in audio-visual equipment, enabling use of technology and video playback for instruction. AULA also uses mobile audio-visual equipment to bring technology to smaller conference spaces when needed. In addition to classroom space, the AULA campus has two computer labs. Each computer lab is just over 800 square feet in size, and is equipped with technology for instruction. The AULA campus also has a library space that occupies over 1,600 square feet, as well as a tutoring and instruction space called the "Teaching and Learning Center" that occupies just over 1,400 square feet.

Selected classes may be offered at a BPPE-approved satellite location. Please check with your academic program for details. These are our currently approved satellite locations.

None currently approved

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 Complaints

For Washington State students, please check with the Chief Student Services Officer to a complaint relating to your program.

Antioch University Seattle
Sue Byers, Assistant Provost
2400 3rd Ave, Suite 200
Seattle, WA 98121
sbyers@antioch.edu
206-268-4932

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) 431-6959 or (888) 370-7589. *(updated 9/12/22)*

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

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

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

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

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

Tuition Refund Policy

All students receiving federal financial aid funds who fully withdraw from the university 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 (signed by the Advisory and Financial Aid officer) or withdrawal from the student.

The University provides a pro-rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

Quarter Refund Schedule

Official first two weeks of quarter	100%
Third week	70%
Fourth week	60%
Fifth week	50%
Sixth week	40%
Seventh week	30%
Eighth week	20%
After	0%

Semester Refund Schedule

First 14 days of semester	100%
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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 *(updated 9/12/22)*

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,

Benjamin S. Pryor, PhD, Provost & CEO, Antioch University Seattle

Education programs

Selected academic programs of study at Antioch University Seattle are approved for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. The Washington State Board of Education has approved the state teacher preparation program offered by Antioch University Seattle.

Transferability of Credits

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

Institutional Course Cancellation

In the event of an institutional course cancellation, students enrolled in the course will be notified via email and provided with the opportunity to enroll in another course. Students are encouraged to contact an adviser in the case of an institutional course cancellation to ensure progress in the student's program of study.

Financial Aid

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

PL 115-407 VA Payment Addendum

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

- Prevent the student's enrollment;

- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Antioch University Inactive Programs

The following programs are not accepting new students for the 2022-2023 academic year. Program requirements for students completing these programs may be found in the appropriate catalog of entry from the Academic Catalog Archive page. Please note that all current students are responsible for current policies, tuition and fees as outlined in this 2022-2023 catalog.

- M.A. in Education (AULA, AUSB)
- M.Ed. in Education (AULA, AUSB)
- Induction Education (AULA, AUSB)
- Urban Sustainability [USMA] (AULA)
- USMA-MFA Dual Degree (AULA)
- Psy.D. in Clinical Psychology (AUSB)
- MFA [all genres] (AUSB)
- MBA (AUSB)
- MA in Interdisciplinary Studies (AUNE)
- Ph.D. in Leadership & Change for Healthcare (GSLC)
- Advanced Licensure Programs [Digital Learning, Library Media, Principal Licensure] (AUNE)

Course Descriptions

This is an alphabetical listing of all approved Antioch University courses from all programs and all locations. Inclusion in the catalog does not imply that the course will be offered in the 2022-2023 academic year

A&L (Arts & Literature)

A&L-4800: Special Topics in Arts & Literature

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

ADS (Addiction Studies)

ADS-3010: Addiction & Human Development

This course provides an overview of the theories of human development and a critical analysis of the disruptive impact of addiction on the natural developmental process. Areas of study will include, developmental deficits, developmental arrest in recovering clients, delayed reactions to childhood trauma, the stages of recovery, a developmental model of recovery and the dominant discourses that influence human development. This course will also investigate the prevention and intervention techniques used to minimize the impact of addiction on human development. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the

needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

ADS-3120: Addiction Prevention Programming

With opioid addiction and heroin overdose at an all-time high, the United States government has shifted its focus from the traditional post-abuse rehabilitation models to prevention programming. The ability to develop targeted and effective anti-addiction psycho-education programming is now a required skill set for employment in the behavioral health treatment field, especially as federal funding for abstinence-based drug education has more than quadrupled in recent years. This course explores historic attempts at drug abstinence education with a focus on the DARE model and similar youth prevention programming. Additionally, students examine the theoretical tenets of community resourcing and empowerment using strength-based and applied community psychology lenses. Finally, the course asks students to analyze the achievements and shortcomings of past prevention programming and to co-create informed therapeutic outreach projects for potential use out in the recovery field.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3130: Addiction Treatment Domains and Professions

This course will examine specific treatment domains within the field of addiction/recovery that provide employment opportunities for individuals with a BA degree. Through engaged critical analysis, treatment domains to be explored include: sober living facilities, program administration, sober companion and intervention work, marketing, non-traditional healing modalities (yoga, acupuncture, neurofeedback), nutritional work, program development and operations management. We will assess these treatment domains in academic terms -- by exploring the relationship between their intentions for serving targeted populations and their effectiveness in doing so. We will also assess these treatment domains in personal terms -- by examining our own particular values and professional ethics within the field of addiction treatment. Working professionals from the field will be invited as guest speakers throughout the course.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3140: Addiction & Marginalized Populations

This course identifies special problems, issues, and concerns for individuals challenged by addiction within specific population groups. The course offers an overview of the historical issues involved in the intercultural socialization process. This course focuses on the social-psychological dynamics of diverse and marginalized population groups that are challenged by addiction (such as individuals that are disabled, individuals diagnosed with HIV/AIDS, women, the LGBT community, criminal offenders and adolescents). Ethnic and cultural differences will be emphasized to provide students the skills needed

to communicate effectively with diverse populations. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3150: Group Facilitation for Addiction Counselors

This course is designed as an introduction to the dynamics of group interaction with the emphasis upon the individual's firsthand experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses, and personal growth will be highlighted. The emphasis will be on group process as a means of changing behavior. This course reviews the major goals, stages, and processes of group counseling in addiction treatment programs. The role, responsibilities, and ethics of the group leader are emphasized along with the strategies and techniques for facilitating group processes. Learners practice and demonstrate competencies through group leadership practice and participation as well as other measurable indicators, such as use of interventions learned. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

ADS-3170: Counseling Addiction & Co-Occurring Disorders

This course will delve deeply into the intricacies of counseling clients with addiction and co-occurring disorders paying special attention to how this population is marginalized and the dominant discourses that influence the standard of care. Co-occurring disorders refers to co-occurring substance use (abuse or dependence) and mental disorders. Course contents include: cultural and contextual factors of the co-occurring population, evolution of the co-occurring disorders (COD) field, the guiding principles in treating clients with COD and strategies, key techniques and treatment planning for working with clients who have COD. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3190: Ethics in Counseling and Psychotherapy

This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes

several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3200: Addiction in Literature & Film

This course will explore addiction in literature and film and encourage students to consider varying perspectives of addiction and its portrayal in these mediums. Students will be provided with an opportunity to view addiction through the lens of classic writers such as Tolstoy, Cheever, Parker and Poe as well as contemporary provocative works by Verghese, Bullitt-Jonas and the Barthelme brothers who collectively give shape and meaning to the raw experience of uncontrollable urges. Students will have an opportunity to analyze themes such as escape, desire, emptiness, and need, which form a crucial part of many literary and film experiences, particularly in contemporary works. This journey will also explore addiction in (American) film as we view clips from powerfully compelling movies that will provide students an opportunity to view societal and cultural perspectives as well as social justice issues brought forth in film. Students will be invited to explore the systems and power structures in place in these mediums that either knowingly, or unknowingly, have an impact on society's experience with addiction. Students will also be asked to contribute their critical perspective on how addiction is portrayed in literature and film and their views on how the stigma associated with addiction is represented.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3310: Postmodern Approaches to Addiction Treatment

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ADS-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ADS-3530: Internship: Addiction Studies

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

ADS-3661: Temperance and Abstinence Movements in America

This course exposes students to the history of the abstinence/temperance movements in the U.S. from 1776 to 1940. Through lecture, hands-on activities, documentary film excerpts, and assigned readings, this one-day workshop equips students with the tools to identify, articulate, and analyze the theories, concepts, movements, and interventions that established the foundational framework for abstinence as a model for recovery from addiction to substances. The course also explores the historical context of these movements and the sociopolitical ramifications resulting from the practice of these modalities.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ANT (Anthropology)

ANT-3130: The Cultural Shades of Downtown Los Angeles

This Dash-hosted one-day field trip visits Chinatown, Olvera Street, Union Station, the arts district, Little Tokyo, Central Market, the garment district, and the financial district. Students are introduced to urban setting observation tools used to grasp and record the unique social patterns of each visited zone. In addition, students are immersed in the local cultures of these areas via window shopping, lunch time, snack time, walking and the experience of riding on the Dash system in downtown Los Angeles. A concluding debriefing session is held at the Los Angeles Public Library. No grade equivalent allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ANT-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ANT-3830: Myth and the Psyche Analysis of the Concept of Self

This class explores the fundamental concepts of the unconscious and the mythological journey of transformation that human beings experience as a part of the life process. The class explores the meaning and purpose of the inner, mythic journey to both society and the individual. It also examines mythological interpretations of universal themes and symbols found in various mythologies throughout the world both past and present and concepts presented by C.G. Jung in his analysis of the Self, including archetypal images and the collective unconscious.

Through this study, the student will gain a better understanding of the process of the psychological journey and its power to create a sense of harmony and wholeness.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

APS (Applied Studies)

APS-3510: Applied Studies Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

APS-3530: Internship Applied Studies

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

APS-3990: Applied Studies Seminar: Leadership

This professional, hybrid-format seminar provides students an opportunity to integrate their technical knowledge with leadership practices in their area of expertise. The Professor serves as a facilitator/mentor providing information regarding leadership and organizations, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to integrate academic theory and practical experience as they relate to leadership practices. Specific leadership practices addressed in the seminar include leadership characteristics, the importance of values, developing a shared organizational vision, challenging organizational processes, enabling

others, encouraging the heart of people in the organization, and action leadership.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Independent Study

APS-3990A: Applied Studies Seminar Cultural Contexts

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge with concepts related to cultural contexts and apply these ideas to their area of expertise. The Professor serves as a facilitator/mentor providing principles to understand the study of culture from various disciplines and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around cultural context issues. Specific topics addressed in the seminar include models of culture, culture and innovation, multi-cultural issues in management, and cross-cultural management.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

APS-3990B: Applied Studies Seminar: Group Dynamics

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge to group dynamics issues in their area of expertise. The Professor serves as a facilitator/mentor providing principles regarding groups, their development and dynamics, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around group dynamics issues. Specific issues addressed in the seminar include the formation of groups, group cohesion, social influence, authority

and conformity, decision making, and conflict.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

APS-3990C: Applied Studies Seminar Technology, Self, and Society

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

APS-3990D: Applied Studies Seminar Media, Influence and Society

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical

development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

APS-4510: Applied Studies Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ART (Art)

ART-1010: Art History

The semester survey course in Art History will introduce the history of art focusing on movements that range from the Prehistoric to Postmodern times. The course will introduce elements of art criticism, historical and cultural knowledge of the art movements, visual analysis, and connections to modern lived experiences. The course will also employ research methods that art historians use to determine the cultural value of a work produced at a given time. Students will be creating projects that demonstrate their understanding of art criticism and history, will be analyzing academic articles and journals, and will be assessed on their comprehension of visual analysis. The student experience will conclude with a cumulative final exam.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-2070: Cultural Arts

Students deepen their work with the art forms found in their own cultures, as well as artworks found and produced in diverse cultures around the globe.

Students utilize craft media to experience the arts and use a variety of cultural perspectives to develop an appreciation and greater understanding of the cultural diversity existing in the art world. The relationship between the material culture (arts and crafts) and non-material culture (values and beliefs) of a society are researched and analyzed to develop a sense of aesthetics applied to artworks from diverse cultures.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ART-2530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

ART-3100: Sources of Creativity Theory and Process

This class is designed to examine a variety of current psychological theories on creativity, as students apply this knowledge to music, art, writing, science, psychotherapy, and theatre. The course also focuses on creative blocks, burnout and breakdowns. The class includes discussion, reading and hands-on experience.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3180: Parallel Worlds Renaissance to Modern Art Europe & the Americas

Parallel Worlds examines art practices across the hemispheres from 1300 to 1950. The course will unpack the influence and stylistic variances within European (and later international) art during this period. Class sessions will be divided into two parts. One half of the class will be devoted to observing the art of Europe and its stylistic progressions starting with Giotto in Italy to survey art from the Renaissance, to Mannerism, to the Baroque, etc. The second half of the session will explore the colonial counterpart of these movements as seen in the artistic traditions of the Americas (San Miguel de Huejotzingo, the quilts of Gee's Bend, Frida Kahlo, etc.). We will see how these styles mixed with the indigenous population and the African peoples, as seen in Mexico, Peru, and the United States. By the end of the course, we will examine how the Americas now export their artistic traditions eastward and across the globe. The course will utilize visual samples, theoretical writings, class discussion, and museum trips in order to enrich understanding of the art of these periods with visual sensation.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3200: Creative Process

This course is an explanation of the language and meaning of visual imagery in art. Students will develop an informed understanding and appreciation of the role of the artist. The course offers guidance to cultivating your creative self through encounter with art, artists, lectures, selected readings, writing and discussion. Assignments include creating art while we explore different mediums for expression and ways to integrate art into everyday life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ART-3220.LA: Feminist Art a Revolution in Creative Practice

From the 1960s on, the feminist art movement has inspired pioneering new directions in visual art, as evidenced by recent significant survey exhibitions such as the WACK! show at the Museum of Contemporary Art, Los Angeles in 2007. What is feminist art and how can we learn from its accomplishments and innovations? Who were some of its most interesting and provocative practitioners? How can we incorporate feminist concerns into our art work, in ways that are personally and politically relevant and aesthetically and conceptually exciting? These are some of the questions we will explore as we study a diversity of feminist artists and projects. Students will execute their own art projects in response to some of the core themes and strategies of feminist art, while being encouraged to update their approaches based on current issues and life experiences. We will begin by viewing some precursors of feminist art, then study the critical accomplishments of artists of the 1960s and 70s, and finally move on to discuss contemporary artists. Students need no prior experience in art, and may create class projects based on their particular skill level, including painting, installation, craft-based forms, photography, video, text, performance, and internet-based projects. This class welcomes all genders, and students may address the projects themes as pertains to their experiences and interests.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3240: Contemporary View of Prehistoric to Gothic Art

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3270: Los Angeles Art Now! Special Topics

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3300: A Joyful Noise Music, Photography, Dissonance

A Joyful Noise is an experiential art history and studio course that engages students of all sensibilities and skills in hands-on postmodern thought, music appreciation and art making practices. A Joyful Noise is about the relationship between photography and music, catalyzed by their dependence on recording, copies, and mechanical reproduction. The class will engage a wide range of musical and photographic movements from across the 20th Century to the present with special attention paid to noise, sound and dissonance. We will see and hear how the two mediums have influenced each other from concrete Futurist music, to the silence of John Cage, the roar of No Wave and the primal collage of the present, including the ways in which the photographic image has played an important role in contextualizing music through album covers, documentary work, and videos. Finally, we will examine the physicality of recorded music and light by comparing the photographic negative to the grooves of vinyl records or magnetic recording tape. Artists, musicians and movements that will be discussed will include: the Futurists, Erik Satie, John Cage, Yoko Ono, No Wave, Sun Ra, Alice & John Coltrane, Julius Eastman, Brian Eno, and Black Dice, amongst many more. Readings include texts by: Theodor Adorno, Amiri Baraka, and Jacques Attali amongst others. Learning formats include lecture, discussion, art making and art critique.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3380: Picasso: Life and Work

This course studies Picasso as an original artist and Picasso, the person, in relation to his constructivism. Contributions to Cubism are emphasized. In addition, the work of other artists are compared and contrasted such as Rodin, Matisse, Rembrandt, and Michelangelo.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3400: Pictures From Light Understanding Photography

This course is an introduction to the aesthetics of the photographic medium. Students view a wide range of photographic images from the genres of documentary, art photography, and portrait photography. Readings by artists, historians, theorists, and critics are assigned and discussed as they relate to the topics covered each week. Emphasis is placed on students developing an eye for photographic composition and an understanding of the aesthetic, ethical, and theoretical underpinnings of individual photographers' work. Special emphasis is placed on introducing students to significant women photographers and photographers of color.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3440: Post-Studio Aesthetic

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3460: Climate Change As Subject

Climate Change as Subject will examine the ways in which that art can be used to document and process the effects of climate change upon the world. Students will be encouraged to develop projects that focus on the environment and the ways in which that what they create works of art can address climate change. Naomi Klein's *This Changes Everything: Capitalism vs. The Climate*, which will serve as the course text and aid on the quest to understand the political, environmental and cultural impacts of climate change across the globe. The most up-to-date research on climate change, as well as guest speakers, art slide lectures, and films will be used in order to examine how modern life is rapidly changing the planet and hopefully lead students to new modes of green living, consciousness, and art production.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ART-3510: Independent Study: Art

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ART-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

ART-3800: Collage and Transformation Dissonance

Our world is an onslaught of visual stimulation. We need a way to organize chaos and think in images and objects. Collage/assemblage is a ubiquitous and powerful form of reappropriation, born of outrage

and nihilism in the depths of the first World War. What was analog is now digital, static now atemporal. From flat to 3D to virtual frames, we research and practice the art of visual composition from appropriated imagery in order to recognize our own impulses and pursue needed transformation.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

ART-3900: Special Topics in Studio Art

Special Topics in Studio Art offers an opportunity to study in a non-categorized field. Classes focus on specific issues or techniques that fall outside the main categories of instruction. The student works within a small group and one on one interaction with an instructor exceptionally well qualified in their practice. Instruction includes lectures and presentations, demonstrations, and hands on work with direct instructor oversight and critique. Classes may include work with a live model or in the field depending on subject.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Studio

ART-3900AF: This Is Art: Marcel Duchamp

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Workshop

ART-3900Q: Approximately Infinite Universe the Art of Yoko Ono

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch

Univ Seattle

Method(s): Classroom, Workshop

ART-3900S: Contemporary Art in Los Angeles

Los Angeles has been a major art hub since John Cage first studied with Arnold Schoenberg in the 1930s. The arts in LA have long stood in the shadow of other cultural industries and thus have been able to flourish without intense scrutiny like art in New York. Because of this open space, Los Angeles has positioned itself at an important crossroads of openness and experimentalism that has pushed it to the front of the American art scene. This workshop will focus on the work made in Los Angeles since John Cage and will examine his influence upon artist's practices since. Cage's music incorporated elements from the visual arts and can be seen as some of the first inter-media work that aimed to blur the line between art and life. We will examine the work of L.A. artists like Chris Burden, Paul McCarthy and Catherine Opie amongst others in order to better understand the artistic production of this major art center from the 30s to the present. The instructor will act as tour guide, highlighting important places, people, and movements that have left an indelible mark on this city and the world. No grade equivalents allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Workshop

ART-3901: Special Topics in Drawing

It is said that "drawing is the fundament of art." Drawing is an intense, sensitive, compelling, personal, and utterly direct art form, one with its own concepts, characteristics, and techniques. Drawing is not governed by any particular imagery, but rather encompasses a variety of approaches, including realist, abstract, modernist, and post-modernist. Contemporary drawing explores surface, mark,

space, composition, scale, materials, and intentionality in turn. Key techniques such as using nature to induce marks, observation and design, value, line, rhythm, balance, perspective, anatomy, and formal structure are all explored.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Studio

ART-3902: Special Topics in Painting

Develop a foundational knowledge of working material and technique through hands-on exercises aimed at helping you understand the mechanics of fine art painting. Combine new knowledge with drawing skills to understand the concepts of contour, value, color, shape, volume, form and perspective for a more comprehensive experience. Principles of paint handling and proper use of material will go hand-in-hand in building skills to render objects and figures from life progressively from simple to more complex. Turning form and creating space, use of positive and negative space, color theory, and composition are incrementally incorporated.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Studio

ART-3903: Special Topics in Printmaking

Students learn the fundamentals of printmaking, starting with monotype and block printing and moving towards more advanced methods of intaglio. Experiment with various materials and create one of a kind art and multiple edition prints. Recommended for all level of experience as well as for painters looking to learn more about the breakdown and structure of images (such as color and composition) in 2-dimensional space. Other printmaking methods such as dry-point, engraving, etching, aquatint, lithography, and screen printing will be introduced in specific classes. An opportunity to develop your own

projects under the instructor's guidance: learn new methods and troubleshoot technical issues to get desired results, as well as some unexpected surprises.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Studio

ART-3904: Special Topics in Sculpture

Learn clear and intuitive ways of mastering the fundamentals of three-dimensional modeling and fabricating in additive and subtractive methods. Develop perceptual skills that radically improve your ability to see and understand form. Learn fundamentals of human artistic anatomy and composition. Work in a variety of media including water and oil-based clay, wire, wood, plaster, foam, rubber, simple stone and metal. Class price includes clay and model fees where applicable.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Studio

ART-3941: Special Topics in Art

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ART-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

ART-4510: Independent Study: Art

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

ART-4800: Special Topics in Art

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara
Method(s): Classroom, Online (asynchronous)

ART-4900A: The City in Art

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle
Method(s): Classroom, Workshop

BIO (Biology)

BIO-1510: Independent Study: Biology

Min. Credits: 1.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

BUS (Business)

BUS-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

BUS-3080: Story & Strategy in Non-Profit Organizations

The non-profit sector is always seeking to develop leadership, enhance effectiveness, and improve results. Often neglected in these efforts is a re-examination of what inspired many of us to get involved in this work in the first place: a story that made an issue meaningful or an experience that ignited passion. Progressive change work, often plagued by limited capacity and resources, tends to lead with facts and truth with little regard for producing a meaningful story. But story is one of the most powerful tools we can employ in service of our cause. It has the ability to seamlessly communicate mission and impact, inspire around vision, build leadership, mobilize resources, action, and support and ensure sustainability within an organization. Today we see an emergent and inter-disciplinary approach to organization development drawing from the fields of communication, media and messaging along with strategic planning, adaptive leadership, storytelling, culture and creativity to meet shifting demands in this arena. Building our capacity for story-based strategy is rapidly becoming one of the essential tools for leading the future of non-profits and social sector. This course will explore the foundations of narrative work and its application to advance the mission of nonprofit organizations. With the rise of social media and the proliferation of communications, advertising and design in our current age, the work of myth and meaning-making becomes critical to our ability to bring about change at the scale we are seeking. Stories are constructed realities that serve to guide and support us in creating collective impact and realizing new futures. The nonprofit sector, community organizing campaigns and social movements are all investing more emphasis on storytelling and narrative strategy, as well as the use of design thinking and aesthetics to communicate their missions and mobilize resources and support for the work. Drawing from the work of grassroots intermediaries and nonprofit organizational development theory and practice, this course is designed to introduce students to the basic tools for developing story and strategy within

nonprofit organizations and the larger sector. Students will be given opportunities to work collaboratively to frame and reframe issues and initiatives and apply tools and course concepts to real life examples of campaigns, organizations, social issues and global movements.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3130: Addiction Treatment Domains and Professions

This course will examine specific treatment domains within the field of addiction/recovery that provide employment opportunities for individuals with a BA degree. Through engaged critical analysis, treatment domains to be explored include: sober living facilities, program administration, sober companion and intervention work, marketing, non-traditional healing modalities (yoga, acupuncture, neurofeedback), nutritional work, program development and operations management. We will assess these treatment domains in academic terms -- by exploring the relationship between their intentions for serving targeted populations and their effectiveness in doing so. We will also assess these treatment domains in personal terms -- by examining our own particular values and professional ethics within the field of addiction treatment. Working professionals from the field will be invited as guest speakers throughout the course.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3200: Non-Profit Management

There are now well over 1 million nonprofit organizations (NPOs) in the United States, employing over 10 million people, calling upon even more volunteers, and performing functions ranging from

promoting art to protecting zebras. This course presents a model of the essential anatomy of successful NPOs. Then, building upon this theoretical framework, three key planning processes are explored which are commonly used by nonprofit executives and board members in leading their organizations effectively. These include board development planning, resource development planning, and overall strategic planning. The course utilizes various methods of instruction, including class discussion, internet research, lectures, reading, student presentations, and writing.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

BUS-3210: Transformative Forces Case Studies in Social Entrepreneurship

Most courses on social entrepreneurship focus attention on the business side of the movement, but this course gives specific attention to the values of persons and small groups that foster and develop entrepreneurial change in the social sector. The course looks at various case studies, examining issues such as: motivation, vision, solidarity, inspiration, and determination.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3240: Social Change and the Nonprofit Sector

Those possessed with a passion to make the world a better place will often envision starting a movement, or strengthening or reviving one that already exists. The instrumentality of social change, however, is normally neither an individual actor nor some loose association of like-minded individuals. In the course of US history, it has often been and continues to be the collective agency of a nonprofit organization. A

survey of the history of civil society in the United States shows that nonprofits have formed coalitions to spawn movements of social change and, conversely, that significant cultural and economic institutions have been born of such movements. From the Abolitionist Movement that spawned abolitionist societies in the nineteenth century to the LGBT organizations that produced recent changes in marriage laws, the synergy between social change movements and nonprofit organizations has been a constant of American history. This course examines both historical dynamics in the interest of equipping present and future builders of movements and institutions with the knowledge of the forces that can support, grow, degrade, or destroy their efforts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

BUS-3250: The Business of Social Change

This course examines the business elements of entrepreneurial change in the social sector. Topics studied include: mission, defining opportunities, mobilizing resources, accountability, risk management, innovation, finance, and planning.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3300: Business Finance

Whether you are a business executive, entrepreneur, or would-be investor, understanding and assessing the fiscal health of a business is paramount to making sound financial decisions. In this course, we examine key aspects of financial management from micro-level health assessment of a business, to macro-level decision-making in financial markets. Students will gain theoretical and practical knowledge for understanding, forecasting and managing financial

issues within an organization. Course topics include operating and capital budgets, financial reports, financial analysis, and fiscal controls.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

BUS-3310: Business Planning and Development

Small business is the dominant form of business in the United States, and reliance on the services provided and jobs created by small companies is integral to our economic development. In this course, students will develop and write a comprehensive business plan for an existing or new small venture. During the process of planning and writing, we will identify management, financial and funding strategies unique to the small business owner, and study models for small business growth, product or service innovation, and long-term sustainability. We will explore how to analyze the risks and rewards of potential growth opportunities and address fundamental marketing concepts and theories in the global marketplace and the associated ethical dilemmas. Technologies that can boost competition and how to attract private investors and bankers for expansion will also be covered. Students will learn how to formally present their business concept in preparation for a business plan competition or professional pitch for potential funding.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

BUS-3350: Social Entrepreneurship from Vision to Manifestation

This course will explore the creative impulse of social entrepreneurship, working with a variety of methods for evoking creativity and initiating authentic social processes. How do you work with a

group? How do you move from vision to implementation? How do you shape something truly new and create value? How do you harness collective power and resources towards a desired end? These questions and more will guide our inquiry throughout the course and influence our experiences, assignments and discussions. Whether launching a new business venture, developing a stronger, more effective organization, or working to manifest an idea or inspiration into the world, the theme of this course can serve well in fostering a future that is just, sustainable, and globally relevant. During this class we will examine the following elements as key course themes that connect reading assignments, activities, discussions, projects, and presentations: Innovation: Social entrepreneurs are innovators who create social change. What are the conditions that allow for innovation? Team Dynamics: Engaging complex social problems is rarely an individual endeavor and often requires we work with partners and teams to achieve a goal. What are processes and skills that can harness the highest potential of groups and foster effective team dynamics? New Emergent Forms: New forms of technology, communication, economy, and business are rapidly transforming our social sphere. How are social entrepreneurs keeping pace with the speed of change and, in some cases, shaping cutting edge advances to our social initiatives and business practices? Impact, Evaluation, and Sustainability: How do we know we are succeeding in such new terrain? What are methods for observation, evaluation, and measuring impact and effectiveness of social organizations? How do we continue to sustain our efforts over time?

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3360: The Business of Lean Entrepreneurship Manifestation

This course provides real world, hands-on learning on what it's like to start a company. This class is not about how to write a business plan. It's not an

exercise on how well a student can use the library to research markets. This is an experiential class - essentially a lab, not a theory or "book" class. Our goal is to create an entrepreneurial experience with all of the pressures and demands of an early-stage startup.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

BUS-3390: Non-Profit Advancement

This course will examine modern American enterprise from which we interpret the world around us. This course will examine modern American enterprise from two directions. First, we will see how it developed over the past century, both in response to its own internal needs and in response to the demands of those unwilling to accept completely the imperatives of American business. Second, we will study how business people themselves tried, not always successfully, to fuse strongly held religious, social, and political beliefs with the commercial values they also admired.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

BUS-3400.LA: Nonprofit Program Design and Evaluation

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

BUS-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

BUS-3550: Principles of Marketing

This class offers an introduction to contemporary marketing theory and its application in the marketing implementation process. Students examine the techniques involved in bringing a product, service, or idea to the marketplace. Special focus is placed on identifying market opportunities, consumer behavior issues including marketing to ethnic groups, product development, promotion planning, pricing decisions, and channels of distribution. Global issues including cause-related marketing, ethics, and consumerism are also examined. The class includes discussions, group exercises, individual exercises, and videos.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

BUS-3560.LA: Case Studies in Business Ethics

This course concentrates on the analysis of legal and ethical wrongs committed in selected cases detailed in Securities and Exchange complaints. Students are expected to research the SEC website along with other resources and develop case analyses for presentation.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3560.SE: Triple Bottom Line Accounting & Management

Contemporary business has evolved from concern over just the financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. This course explores specific business accounting practices based on economic, environmental and social criteria:

people, planet and profit. SBUS; LOS

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

BUS-3570: Interpersonal Communication in The Workplace

This course focuses on two-person relationships in both the personal and professional lives of managers and others in the workplace. Its goals are to improve students' awareness and competence in interpersonal relationships, including listening behavior.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3580: Triple Bottom Line Accounting & Management

Contemporary business has evolved from concern over just the financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. This course explores specific business accounting practices based on economic, environmental and social criteria:

"people, planet and profit." Principles and tools of accounting are fundamental to understanding

organizations' economic story that leaders, investors and stakeholders rely on to make decisions. This

course explores the questions: What is being counted? Who is counting? What are the social

justice and environmental implications of what and who is left out of the counting? Designed for students

who want to become more financially literate-- whether in small or large, for profit or not for profit organizations-- and who want to think critically about the rules by which business operates.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

BUS-3585: Management Best Practices

This course will focus on best practices management with a primary emphasis on what constitutes best practices in leadership and management in today's complex world. This course will focus on the importance of the leader as teacher within the organization and community. Students will explore how leaders emerge, and learn to understand the importance of visionary leadership within a framework of social responsibility. The course will delve into the aspects of servant leadership that emphasizes collaboration, trust, empathy, and the ethical use of power. Leading in a diverse world, leading in a time of crises and complexity, and how today's leaders and managers handle change today and into the future will also be examined.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous), Online Meeting (synchronous)

BUS-3590: Consumer Behavior Why We Buy

This course presents a comprehensive, systematic, and practical conceptual framework for understanding people as consumers--the basic subject matter of all marketing. Consumer buying patterns, motivation and search behavior. The consumer decision-making process includes inter-disciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications, as well as case analyses and research projects. Students discuss relevant psychological and sociological

theories and study how they can be used to predict consumers' reactions to strategic marketing decisions. Basic methodologies for research in consumer behavior are developed and applied. Course emphasis is on developing applications of behavioral concepts and methods for marketing actions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

BUS-3610: Global Economics

Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and other countries.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

BUS-3620: Management in the Multicultural Workplace

This course provides students with the tools needed for effective functioning in a multicultural setting. The course illustrates how an awareness and appreciation of human difference can enhance both individual and organizational effectiveness and

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

BUS-3741: Organizational Strategy and Development

This course explores the improvement of organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. This exploration uses behavioral science techniques to diagnose current and potential organizational problems. The course then applies theory, practice and research to determine appropriate interventions to address the problem. Long-range strategies for prevention of future organizational problems are also discussed. The course will emphasize case studies and the use of role-playing by students to develop insights into the best use of interventions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

BUS-3760: Sustainable Business Practices

In this course students explore fundamental sustainability issues and challenges affecting new and existing businesses in today's global market. Environmental, social, ethical and cultural perspectives are addressed, and their impact on effective sustainable business management. Students reflect upon the truth about green business, carbon footprinting, green marketing, green management and finance. Students gain awareness of the potential for a paradigmatic shift in resource management, and sustainability frameworks and explore zero waste concepts. Students investigate multiple global approaches to sustainable business management and gain a solid understanding of managing without growth and a steady state economy that lead to effective integration of social, ecological and economic realities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

BUS-3800: The Thriving Artist Turning Your Creative Passion Into a Sustainable Career

A course for the artist or creative who would like to build a fulfilling, profitable career without sacrificing their soul. The course begins with an in-depth exploration of who you are as an artist, creative or maker, and what it means for you to thrive. From this foundation, we build professional business skills and marketing plans that will support your life's vision. Whether you are just thinking about turning your passion into profit, or already have a creative business, this intensive will help you clarify and execute the next steps. Areas of study include: website/portfolio development, social media presence, pricing your work, contracts, product development, money mindsets, and time management. Most importantly, we will brainstorm how to manage these aspects of running a business in a way that directly supports the integrity of your creative vision. This program will be particularly relevant to visual artists, but will have value for creatives in any field

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

BUS-3810A: Mathematical Thinking Personal Financial Management

This course addresses such issues as budgeting, planning for retirement, long-term health care, investments, stocks, mortgages, and other areas applicable to understanding the finance of everyday life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3820: Intersectional Leadership Coaching

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

BUS-3830A: The Psychology of Consumer Behavior Why We Buy

This course analyzes the psychological, sociological, and cultural variables that influence buying behavior. The focus is on how marketing strategies and the communication process impact the ways in which consumers perceive, select, and make purchases. Issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, and decision making are explored.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3900: Social Media Marketing

For over a decade, social media platforms have experienced mass-market popularity, with billions of people using them for personal reasons. Yet most organizations and professionals still struggle to achieve business objectives using social media, often settling for views, "likes" and other "engagement" metrics of questionable value. Through case studies and discussions, this one-day workshop will show students how to evaluate various social media networks (including Twitter, LinkedIn, and Facebook) and content platforms (Instagram, blogs, and YouTube) to determine their marketing value, assess why some social media initiatives succeed and others fail, and apply analytical frameworks and strategies to outline a social media campaign for a cause, an organization, or for oneself.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

BUS-3990: Applied Studies Seminar: Leadership

This professional, hybrid-format seminar provides students an opportunity to integrate their technical knowledge with leadership practices in their area of expertise. The Professor serves as a facilitator/mentor providing information regarding leadership and organizations, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to integrate academic theory and practical experience as they relate to leadership practices. Specific leadership practices addressed in the seminar include leadership characteristics, the importance of values, developing a shared organizational vision, challenging organizational processes, enabling others, encouraging the heart of people in the organization, and action leadership.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

BUS-3990A: Applied Studies Seminar Cultural Contexts

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge with concepts related to cultural contexts and apply these ideas to their area of expertise. The Professor serves as a facilitator/mentor providing principles to understand the study of culture from

various disciplines and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around cultural context issues. Specific topics addressed in the seminar include models of culture, culture and innovation, multi-cultural issues in management, and cross-cultural management.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

BUS-3990B: Applied Studies Seminar: Group Dynamics

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge to group dynamics issues in their area of expertise. The Professor serves as a facilitator/mentor providing principles regarding groups, their development and dynamics, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around group dynamics issues. Specific issues addressed in the seminar include the formation of groups, group cohesion, social influence, authority and conformity, decision making, and conflict.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

BUS-3990C: Applied Studies Seminar Technology, Self, and Society

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the

development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

BUS-4010: Foundations of Business Practice

This is one of two courses that expose students to the major areas of business practice. The Foundation courses familiarize students with the language and concepts that are central to core business functions. MGT 501A introduces the topics of accounting, finance, and economics to enable students to comprehend financial analysis and decision-making in organizations. Students gain a basic understanding of budgeting and financial statements, the time value of money, and revenue and cost behavior of firms in competitive markets. This is a hybrid course that includes both classroom and online activities. (Students should enroll in this course at its earliest offering in their program of study).

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

BUS-4050: Psychology of Leadership

What is leadership and why is it important? Is leadership a matter of power or authority? What

makes a leader - virtues, charisma, or position? Are leaders about goodness, justice, or mere efficacy? This course is designed to explore the theoretical aspects of leadership from several disciplinary perspectives and to understand how theory applies to real situations. Topics include leadership models, leader behavior and skills, followership, teams and motivation, social and ethical responsibilities, and leading with creativity. Students are expected to analyze cases, current situations and their own leadership style.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

BUS-4310: Social and Ethical Issues in Management

In this course, the case study method is employed to examine contemporary organizational problems that concern rights, responsibilities, justice, and liberties. Topics include affirmative action, employee rights, testing in the workplace, AIDS in the workplace, maternity/paternity leave, fraud, bribery, kickbacks, and environmental issues. Landmark U.S. and State Supreme Court decisions are analyzed from the perspectives of dominant ethical theories, such as those of Bentham, Hume, Mill, Kant, and Rawls.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

BUS-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

BUS-4530: Internship: Business

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

BUS-4800: Special Topics in Sustainable Business

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

BUS-5040: Entrepreneurship & Leading Change

At its heart, Entrepreneurship is the development, aggregation and successful deployment of resources: financial, human, and intellectual. Innovation and creativity exists in every field of endeavor and within any organizational structure. Although the entrepreneurial spirit might be behind change in an organization, it also drives the successful implementation of carefully realized plans-and the knowledge of available resources. This course will provide students an opportunity to develop their entrepreneurial ability and, through self-reflection, explore who they want to be as a leader, social business and non-profit champion, entrepreneur, and agent of change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Classroom

BUS-5210: Legal, Regulatory & Ethical Issues

A solid grounding in the rules and regulations governing various types of organizational structures and the societal expectations of their governance is a

requirement for complying with the standards of the 21st century. This course provides a framework for understanding the connection between ethics, law, and regulation in business environments.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Classroom

BUS-6003: Integrative Strategy Project IV

This fourth semester course is the culmination of the entire course of study, employing the skills and tools provided in the prior coursework and resulting in a specific plan for action. The "final" will be a strategic plan presentation to an external group of senior advisors who are knowledgeable in the field and familiar with the process of starting or managing social or nonprofit ventures. The deliverable for this section is a presentation of the strategic plan prepared in the last section, discussion and analysis of the plan and revisions to accommodate instructor, peer, and external reviewer comments. The goal is a course project that has real world, real time applicability.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Classroom

CDE (Child Development & Educ)

CDE-3030: Child Psychology

This course covers the process of development from conception through early childhood years at the biological, cognitive, social, emotional and cultural levels. We will discuss the interactions of these various facets of development in specific areas like gender roles, aggressive behavior, or education and apply this knowledge to practical situations. We will also look at the child in relationship to family, school, and the community.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3040: Emerging Models of Early Childhood Education

This course surveys approaches in the field of early childhood education from old to new. Students will analyze the major models in the field and examine how those approaches have changed over time as well as how they influence school today. Students will examine models such as Piaget, and Montessori as well as explore new developmental science and research in practice. We will discuss how teaching, curriculum, and school need to be transformed and/or developed to reflect our own emerging understanding of Early Childhood Learning and Education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

CDE-3060: Media, Technology & Children

This course is a study of the impact of modern media upon the physical, cognitive, social, and emotional development of children. A critical exploration of communications through such channels as television, music, magazines, the Internet, and video games will be conducted. The positive as well as the negative manner in which the media influence the attitudes, values, and behaviors of young audiences will be examined.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3070: Child Advocacy

This course will explore a variety of concepts in child advocacy, including a range of individuals,

professionals and advocacy organizations who promote the optimal development of children and family systems. Topics include individuals or organizations engaging in advocacy to protect children's rights that may be abridged or abused in a number of areas. These topics will be examined from a variety of perspectives, both theoretical and cultural, and case studies will be analyzed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

CDE-3080: Spec Education: Response to Intervention

This course provides an overview of the Response to Intervention (RTI) model, a multi-tiered framework designed to provide data-differentiated instruction appropriate for today's diverse learners. Students will explore the assessment, intervention, and monitoring practices consistent with the model and apply its concepts to practical situations with regard to special education. Students will develop an understanding of relevant legal and ethical factors as well as the use of transdisciplinary teams, classroom grouping strategies, and researched-based instructional methods and programs.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3100: Practicum: Child Advocacy

This practicum includes a field-based experience and is to be taken in conjunction with CDE-307 Child Advocacy. Students will spend 20 hours at an approved site and begin to look at childcare systems through the lens of advocacy. Through structured observations, the student will examine a range of factors that promote the optimal development of children and family systems. From the field

experience, we will consider the teacher/caregiver's role in assessing and addressing problems in the classroom, connecting with appropriate social agencies, and supporting families. Finally, as part of professional development, students will look at organizations at the local, state, and national level that can be accessed to keep current with advocacy opportunities in the early childhood field.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3200: Parent/Child Relationships

This course will focus on parent/child relationships and all the societal factors that affect them. Students will research and explore contemporary issues related to family structures and the resiliency of children to meet their needs in a fast-changing world. Students will become familiar with current neuroscience findings on children's brain development. Any adult working with or caring about children and families will benefit from the material presented and the broad vision of the vital role children play in our future.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3320: Adolescent Development

At the completion of this course, the student should have an understanding of the process of human development from middle childhood through adolescence at the biological, cognitive, social, emotional and cultural levels. Through discussion and directed learning the student will become familiar with current research literature in adolescent development, and demonstrate the applicability to current practical situations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3900: History & Contemporary Issues Schooling African-Americans

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch
Univ Seattle

Method(s): Workshop

CDE-3941: Special Topics in Child Development and Education

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

CDE-3960: Ind Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

CDE-3980: Internship or Practicum

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

CFT (Couple & Fam Therapy)

CFT-5180: Human Sexuality & Sex Therapy

This course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal. Students will be encouraged to use the knowledge gained in order to better understand their own feelings and attitudes related to sexuality and how those attitudes and feelings influence their beliefs about and therapeutic work with individuals, couples, and families. No previous training in sex therapy is required. Students will be invited to examine their own attitudinal framework regarding these ideas, but disclosing intimate details about one's own sexuality is not required. Course may be offered face-to-face or online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CFT-5190: CFT Seminar: Family Studies

This course will provide students with an understanding of family life course and structural issues relevant to couple and family therapy. The focus will be on understanding and applying research and theory in family studies to the field of couple and family therapy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-5260: Human Development: Lifespan & Systems

This course provides a critical overview of human development throughout the lifespan. The dominant Eurocentric and global perspectives are explicated with consideration to family and sociocultural contexts. The individual and family life cycles will be

viewed as mutually interactive processes that are also affected by such factors as neurobiology, genetics, gender, race, class, ethnicity, sexuality, disability, acculturation, religion, as well as addiction, trauma, resiliency and wellness. The development of the individual through a systems perspective will be traced chronologically through major theoretical approaches and concepts as well as from a counseling lens. Emphasis on intersectionality and a critical analysis of application of theory will be applied and inform how development is viewed ethically when serving diverse groups, including minority and cultural groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CFT-5500: Systemic Assessment and Treatment Planning

This course addresses assessment and treatment planning from a variety of perspectives: biological, developmental, cultural and system. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-V, but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram and diagnosis using the DSM-V.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-5750: CFT Seminar: Special Topics

This course will focus on working with families and larger systems. Particular areas of focus may be in family law and family policy, working with groups of

individuals and families, and in collaborating with multiple systems levels in clinical work. This course is also designed to expand the conceptual constructs and treatment strategies for work with families in which there is violence. Time will be allotted for students to research and present on their interests in these topics and the clinical issues they raise. The course will consider the cultural contexts of the occurrences and treatment of family violence and larger systems issues.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-5760: Postmodern Approaches to Family Therapy

This course builds upon the foundational theories course by extending learning to postmodern approaches to couple and family therapy practice. Theoretical foundations of social constructionism and constructivism will be covered, leading into in depth coverage of postmodern models of couples and family therapy, such as solution-focused, narrative, and language-systems based approaches. Issues of social justice will be emphasized as a basis for critique of each model.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-5800: Research & Evaluation in CFT

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in CFT. An overview of statistical concepts and terminology related to research methods

will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically. Students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6000: CFT Identity, Law and Ethics

This course focuses on professional orientation and ethical practice in couple and family therapy. Students will be introduced to the CFT profession through the examination of licensure and credentialing standards, and professional organizations. Additionally, students will understand ethical practice using the American Association for Marriage and Family Therapy's Code of Ethics. Legal issues in CFT and the role of advocacy and social justice as they apply to ethics and the law will be understood.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6002: DMT/CFT Identity, Law, and Ethics

This course will focus on professional orientation and ethical practice in marriage and family therapy. Students will be introduced to the MFT profession through the examination of licensure and credentialing standards, and professional organizations. Additionally, students will understand ethical practice using the American Association for Marriage and Family Therapy's Code of Ethics. Legal issues in MFT and the role of advocacy and social justice as they apply to ethics and the law will be understood.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6060: Culture, Diversity, and Power in Couple and Family Therapy

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as therapists. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse families and communities. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group, and family therapists with diverse populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6210: Transgender Experiences An Introduction

This course will give students the opportunity to develop awareness of identities related to sex, gender, gender identity, and gender expression. Utilizing research and theory, there will be a focus on the bio-social-cultural-psychological factors that shape gender experiences and influence self-understanding throughout the life span. Trans-affirmative therapists will know the history of the transgender and queer movements, be able to trace the development of the oppressive relationship between the medical and trans communities, and be well versed in the justice movements to reform.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6220: Working With TGNC Families An Introduction

This course will examine the broader social contexts affecting many transgender family constellations. Culturally responsive strategies to address more common family clinical issues can include (but are not limited to): family's adjustment to coming out at any age, mixed orientation or gender identity in romantic relationships, relational ambiguity, family planning, and parenting transgender children. This course has a two-day residency component. For those who are local to the residency location, no overnight travel is required; for those coming from a distance, overnight travel may be required.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

CFT-6230: Gender in Context An Intersectional Approach

This course will explore the intersectionality of trans-identity within larger community systems, and how that relates to mental health. Systems of privilege and oppression that have resulted in transphobia and cissexism will be explored. Students will also develop skills to build safe communities and develop trans-affirmative resources. Particular areas of focus may be in family law and family policy, working with groups of individuals and families, and in collaborating with multiple systems levels in clinical work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

CFT-6240: Trans Affirmative Clinical Practice An Introduction

Utilizing gender-affirmative models of clinical practice, students will learn about foundational practices and principles of providing therapy to transgender individuals and their families. We will critically examine the cultural context, including systems of power and privilege, within which these practices have been discovered and constructed. A central focus will also be on self-of-the-therapist, ethical practice, and client advocacy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

CFT-6420: Foundational Theories in Couple and Family Therapy

This course will examine the historical development, theoretical underpinnings, clinical foundation, and applied theory of couple and family therapy. Communications and systems theory will be introduced as the foundation for the field. This course includes a brief survey of the following theories of couple and family therapy: Bowen Family Systems, Structural Family Therapy, Strategic Family Therapy, Experiential, Gottman, Psychoanalytic, and Cognitive Behavioral approaches. Students will examine clinical approaches to working with couples and families from a systemic perspective, with attention to social justice opportunities and multicultural considerations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6480: Intro to Couples Therapy

This course will introduce students to a range of models for working with couples, with a focus on empirically validated therapies. Students will be

introduced to theoretical foundations underlying clinical work with couples as well as research on couple dynamics and power. Students will also have the opportunity to explore current issues in couple therapy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6660: Families and Addiction

This course will provide an understanding of the structure and dynamics of marriage and other committed relationships, and families affected by addiction. The course will review theoretical perspectives of families and addiction through a systemic lens. Students will explore assessments and interventions through various family therapy approaches including behavioral, structural, strategic, and Bowenian therapy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6700: SIS-Supervised Independent Study

Students work on independent study projects with consultation from an advisor.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-6960: Clinical Skills in CFT

This course is designed to prepare students for success in CFT Practicum and will cover what beginning therapists need to know with a strong emphasis on skills acquisition and application. The purpose of the course is to assist students in the transition between academics and clinical work and

to introduce the process of examining oneself in the role of a couple and family therapist. This course will consist of a combination of lecture, discussion, class activities, review of video-taped family therapy sessions, and demonstration with role play.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6961: CFT Internship I

The CFT Internship I is the student's first clinical experience in the field. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. CFT faculty supervisors will monitor the student's progress in their clinical work and examine issues that arise in relation to the concurrent fieldwork experience.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6962: CFT Practicum II

This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. CFT faculty supervisors will monitor the student's progress in their clinical work and examine issues that arise in relation to the concurrent fieldwork experience.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6963: CFT Internship III

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6964: CFT Internship IV

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6965: CFT Internship V

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with

clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-6970: CFT Pre-Practicum

This course is designed to prepare students for success in CFT Practicum and will cover what beginning therapists need to know with a strong emphasis on skills acquisition and application. The purpose of the course is to assist students in the transition between academics and clinical work and to introduce the process of examining oneself in the role of a couple and family therapist. This course will consist of a combination of lecture, discussion, class activities, review of video-taped family therapy sessions, and demonstration with role play.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-6971: CFT Practicum I

The CFT Practicum I is the student's first clinical experience in the field. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. CFT faculty supervisors will monitor the student's progress in their clinical work and examine issues that arise in relation to the concurrent fieldwork experience.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Online (asynchronous), Classroom

CFT-6972: CFT Practicum II

This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. CFT faculty supervisors will monitor the student's progress in their clinical work and examine issues that arise in relation to the concurrent fieldwork experience.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

CFT-6980X: Practicum / Internship Continuation CFT

This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site.

Min. Credits: 0.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Clinical Training

CFT-6981: CFT Internship I

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills.

Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 1.0 **Max Credits:** 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

CFT-6982: CFT Internship II

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

CFT-6983: CFT Internship III

This course is designed for students to work towards the COAMFTE standards requirements for the completion of a supervised internship experience. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly individual and/or group supervision with a member of the CFT faculty. Supervision focuses on the student's professional growth and socialization, and development of ethics and family therapy skills. Further specific guidelines for site work are provided in the CFT Field Experience Manual.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

CFT-7010: Social Justice Theory and Application

This doctoral level course examines several theories and perspectives of social justice. An interdisciplinary approach to this survey course will include: psychological, sociological, legal, and political theories of prejudice and oppression of people and their methods of resiliency and resistance. Students will demonstrate skill in working with diverse populations across the lifespan and an awareness of cultural issues, differences, and personal blind spots with applications for their clinical and supervisory work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7020: Intro Research/Research Ethics

This course will introduce students to research methods in Marriage and Family Therapy, including how to use theory and build theory in research, how to construct research questions and select methods appropriate to questions, how to complete a literature review, and how to begin the research process. Students will learn about various ethical issues in research, especially those related to community-based and clinical research and work with underserved or high-risk populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7030: Relational/Systemic Theory & Application

Students in this class will develop a specialized clinical area that is grounded in CFT research and is at an advanced level of intervention and understanding. In addition, students in this class will develop relational/systemic innovations; with application to international, cross-cultural, and

multicultural issues in Couple and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7040: Family Policy & Advocacy

This doctoral level course examines US and international public policy and law through a family lens. Economic, social and relationship, health and mental health, barriers and access to mental health, measures of child and family well-being, immigration and migration, and housing policies are few of the key issues that might be examined through a lens of social justice. A full life-span approach will be taken so as to cover several key current family policy trends.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7050: Introduction to Statistics

This doctoral level course covers statistical methods relevant to clinical research in Couple and Family Therapy, including basic inferential statistics, and univariate and multivariate analysis. The focus of this course is applied statistics.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7090: Supervision in CFT I

Students learn foundational issues of systemic supervision, structures for supervision, methods of supervision, evaluation process, and legal/ethical issues. Topics include therapist-client-supervisor relationships, potential problems, and contextual

issues.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7110: Intro to Quantitative Methods

Students in this course will learn about the variety of quantitative methods applied to CFT research, including survey methodology and measurement issues, clinical trials research, and process research. The focus of this course is on methodology rather than on review of extant research, and will emphasize the process of developing a research study, specifying the methods and design involved in the study, putting concepts into operation, choosing appropriate measures, and writing a proposal.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7120: Grant Writing & Prof Writ CFT

This course is designed to demystify grant writing and writing for publication. Emphasis on skill development activities, such as writing various sections of a grant or publishable paper, and giving and receiving feedback on works in progress. Particular emphasis will be placed on publishing and funding qualitative and action research.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7150: Introduction to Teaching/ Consultation/ Leadership (T/C/L) in CFT

This Doctoral level course will examine theories and techniques of cutting-edge andragogy as applied to the field of couple/marriage and family therapy as well as the core competencies as outlined by the

Commission on Accreditation for Marriage and Family Therapy Education. Topics covered include: course construction, self-directed and problem-solving learning exercises, motivational project construction, critical reflection and discussion techniques, and learning assessments. This course will also cover methods of infusing issues related to social justice and families.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7190: Intro to Qualitative Methods

In this advanced seminar students briefly review process issues around doing qualitative research, such as: epistemological stances underlying qualitative inquiry, personal politics surrounding qualitative research methods and uses. Students will study several methods, such as: hermeneutics and phenomenology; grounded theory; narrative, and case study. Emphasis will be placed on familial and relational research, and an evaluation of methods and research studies from social justice, feminist, and cultural lenses.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7200: Teaching/ Consultation/ Leadership (T/C/L) Applications

Students will demonstrate administrative competencies including program development and policy, leadership roles and evaluation of CFT educational and service-oriented institutions and agencies; develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the

material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7201: T/C/L/S Professional Seminar I

This seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7202: T/C/L/S Professional Seminar II

This 2nd seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7203: T/C/L/S Professional Seminar III

This 3rd seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

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

This 4th seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

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

This 5th seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7206: T/C/L/S Professional Seminar VI

This 6th seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7300: Clinical Innovations W/ Diverse Population

Students in this course will explore and develop clinical innovations to be applied to diverse populations, including marginalized and under-represented groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7401: Doctoral Professional Seminar I

This seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7402: Doctoral Professional Seminar II

This 2nd seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7403: Doctoral Professional Seminar III

This 3rd seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. Family social context (privilege and oppression) will be part of the clinical focus. Students will

demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7404: Doctoral Professional Seminar IV

This is an advanced second year practicum for PhD students who do not have a master's from a COAMFTE program and need to continue their clinical work in the second year.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7405: Doctoral Professional Seminar V

This is an advanced second year practicum for PhD students who do not have a master's from a COAMFTE program and need to continue their clinical work in the second year.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7406: Doctoral Professional Seminar VI

This is an advanced second-year practicum for PhD students who do not have a master's degree from a COAMFTE program and need to continue their clinical work in the third year.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7500: Advanced Clinical Skills and Clinical Ethics

Students in this class will develop a specialized clinical area that is grounded in CFT research and is at an advanced level of intervention and understanding. Students will learn about advanced issues in clinical ethics for work with individuals, couples and families from a social justice perspective. Students will apply ethical principles and codes of ethics to clinical scenarios, through application of ethics to controversial moral and advanced ethical dilemmas.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7510: Advanced Supervision

This advanced supervision course covers additional topics of systemic supervision, including supervising in various settings (academic, agency, etc.), and with special populations. Students will be encouraged to develop models of supervision and contribute to the field of systemic supervision.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-7920: Adv Rsrch Mth: Prog Eval & App

This course addresses critical issues in CFT research, including theoretical issues and CFT outcome research on major health and relational problems. Special emphasis is placed on understanding the broader goals and context of CFT research and on program evaluation methods. In addition, this course will familiarize students with the content of major outcome studies in CFT, and will include a critical analysis of the state of the research in family therapy through a social justice lens.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7930: Advanced Statistics

In this continuation of statistics, students will learn advanced statistical methods including multiple regression, power analysis, and factor analysis, as well as issues related to multiple levels of analysis.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7940: Advanced Research Seminar

This course requires students to present the results of research projects engaged in throughout the program, and is a culminating demonstration of research competency prior to the dissertation.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-7990: CFT Doctoral Candidacy Continuation

The Candidacy Continuation semester is designed for students who have completed their first two years of coursework, are NOT registered for Internship, and need additional time to complete their doctoral Qualifying Examination Portfolios. During this semester they continue to work independently with faculty as needed to complete their portfolios in preparation for their qualifying examination defense.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-8000: CFT Dissertation Seminar

This course focuses on preparing students for the dissertation process, and working towards the development of a dissertation proposal.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CFT-8100: Qualifying Examinations

The qualifying examination is the capstone presentation of the academic portfolio demonstrating mastery of the program competency areas, including clinical work, teaching/consultation/leadership, supervision, research methods, and social justice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-8700: SIS-Supervised Independent Study

Students work on independent study projects with consultation from an advisor.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-8701: SIS-Research

Students work on independent study projects with consultation from an advisor.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-8702: SIS-Ethics

Students work on independent study projects with consultation from an advisor.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-8703: SIS-Assessment

This special topics SIS is for CFT doctoral students who need additional content in CFT Research and Relational Assessment to meet COAMFTE Foundational Curriculum requirements for the PhD program.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-8704: SIS-Models/Theory

Students work on independent study projects with consultation from an advisor.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

CFT-8901: CFT Dissertation Writing Seminar I

This 1 credit course is designed to provide students with structured writing support during the first year of dissertation writing to augment the work the student does with their dissertation chair. This course does not replace the work of the dissertation chair, but provides assignments and writing mentorship around the dissertation process. The course runs in the Fall, Spring and Summer. These are elective courses.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

CFT-8902: CFT Dissertation Writing Seminar II

This 1 credit course is designed to provide students with structured writing support during the first year of dissertation writing to augment the work the student does with their dissertation chair. This course does not replace the work of the dissertation chair, but provides assignments and writing mentorship around the dissertation process. The course runs in the Fall, Spring and Summer. These are elective courses.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

CFT-8903: CFT Dissertation Writing Seminar III

This 1 credit course is designed to provide students with structured writing support during the first year of dissertation writing to augment the work the student does with their dissertation chair. This course does not replace the work of the dissertation chair, but provides assignments and writing mentorship around the dissertation process. The course runs in the Fall, Spring and Summer. These are elective courses.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

CFT-8981: CFT Dissertation I

Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the first of three semesters required.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-8982: CFT Dissertation II

Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the second of three semesters required.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-8983: CFT Dissertation III

Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the final required semester.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

CFT-8990X: CFT Dissertation Continuation

Restricted to students continuing dissertation
Students who are actively engaged in writing the doctoral dissertation register for Doctoral Dissertation once only. Thereafter are required to enroll and register for Dissertation Continuation each semester until your dissertation is accepted by the faculty and deposited with the department.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

CIN (Cinema)

CIN-3040: Transforming Literature Into Film Women Novelists and the Male Cinematic Gaze

This course offers an exploration of novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the

novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

CIN-3140: Cinematic Los Angeles

This course provides students with analytical tools tailored to approach a selection of movies where Los Angeles stars as backdrop and character. Examples of films included are Double Indemnity, Chinatown, L.A. Confidential and Blade Runner. Students learn to identify and apply analytic frames appropriate to understanding the topic of Los Angeles as represented on film, while considering the fact that the city itself is the setting of America's mainstream motion picture industry. The class format emphasizes peer conversation, group discussion and lecture, with many film excerpts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

CIN-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

CIN-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

CIN-3710: From Book to Screen Strategies for Moving From Written to Visual Texts

This course examines the ways in which short stories, novels, novellas, and autobiography are adapted into films, with special attention to the treatment of the various elements of theme, characters, plot, and setting. Diversity will be built into the class with analysis of gender, class, and race/ethnicity in literature and films as well as looking at such diverse film genres as horror, detective, and Western.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

CIN-3920B: Documentary Film & the American Psyche

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

CIN-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

CIN-4600: Global Lenses Social Issues in Narrative Film

This course studies global cinema as a lens through which to understand the human impacts of social and environmental injustices. Films from diverse nations and cultures illuminate global issues by telling fictional stories that accurately and intimately depict how everyday lives, loves, and struggles are impacted by social dynamics of power and privilege within the filmmakers' homelands. Some of these issues are large -- such as impacts of globalization or climate change- while others are very precise--such as the

lives of Kurdish orphans working as mine sweepers in Northern Iraq. In all, the narrative and cinematic lenses are focused on human impacts and grassroots actions, the stories of lives lived amidst injustice, challenges faced, activism inspired. In addition to viewing films, students will read and view materials from multiple academic disciplines to inform the films, for example historical or political science background materials, personal accounts and archival photographs. Students will also be introduced to basics of film theory and narrative theory, and discuss the role that these genres can play in movements for social or environmental justice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CIN-4605: Global Cinema

Provides a window into diverse and emergent forms of storytelling from around the world with a distinct focus on films made by filmmakers from Africa, Latin America and Asia. A mix of shorts, documentary and narrative features, the course examines the distinctive aesthetics, cultural contexts and authorship in recently released films in the film festival circuit. Recognizing films as cultural artifacts and filmmaking as practice, students develop their abilities to distinguish between watching a film, reading a film and understanding it from multiple perspectives given time, place, power dynamics and more. As they interrogate their own reactions, they surface preconceptions about other-ness, self-identities and their call out some of their own blinders. They develop their abilities to get outside themselves to recognize alternative points of view. Students read film theory, watch and analyze films weekly, and undertake a final project.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

CNED (AUNE Continuing Ed)

CNED-5501: ACSR Critical Skills Classroom Immersion

This course offers an in-depth experience with the Critical Skills Classroom model. Participants are first immersed in a Critical Skills Classroom, then explore the integration of problem-based learning, experiential learning, collaborative learning and standards-based learning for implementation in their own classroom. Particular attention is given to understanding strategies for: -Developing and maintaining the classroom as a strong, collaborative learning community, -Setting and assessing standards for quality work, -Targeting critical skills and dispositions within curriculum frameworks, - Utilizing technology and media resources as tools for problem solving, -Designing problem-based classroom challenges that address subject area standards through a meaningful context for learning, and -Guiding and coaching students' production and reflection processes using the Experiential Learning Cycle.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-5670: ACSR Facilitating Communities of Professional Practice

A significant body of research demonstrates that schools that have strong professional community among staff members have higher levels of student learning and achievement, higher levels of job satisfaction and retention for teachers, and are more able to respond creatively to the inevitable challenges schools face. Based on the tools and practices of School Reform Initiative, Inc. (SRI), this course trains all of our principal certification candidates to design and facilitate the development of communities of professional practice in their schools. Candidates will consciously choose and use this model of professional development as the primary mechanism

for promoting equity, supporting evidence-driven inquiry, professional growth, critical friendship, communication, and accountability. Students in this course will create a professional development plan to promote the use of communities of professional practice in their school setting. Candidates will also use the tools developed in this course to help with more general professional development planning, teacher supervision and evaluation, and meeting facilitation.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-5750: ACSR Special Topics I

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-5755: ACSR Special Topics II

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-5800: ACSR Heinemann On Demand

Participants in the Heinemann On Demand (HOD) courses have the option of participating in an online course supporting their real-world application of the ideas from the HOD class. Those taking this option should anticipate an additional 1-2 hours per week time commitment over and above the time commitment required for completion of the HOD course sessions.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

CNED-5850: ACSR Special Topics III

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-6090: ACSR Prospect Institute - Process

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

CNED-6100: ACSR Prospect Institute-Inquiry

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COM (Communications)

COM-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

COM-2530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

COM-3030: Media Literacy in the Information Age

This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to Blogging. We will overview the history and zeitgeist auspices of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. We will use the frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra. Using a range of concrete examples and exercises we will apply these frameworks to discern the social function of media and the dilemmas these currently pose. Students interested in one extra unit are encouraged to apply course content to the creation of a concrete independent media statement of their choice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

COM-3140: Video Marketing

Video is the future of interactive marketing. To keep up with this trend, more and more companies, non-profit organizations and governmental agencies will be looking to embed this type of content on their social media and webpage. In this hands-on class, students will study what makes for a successful marketing video, and learn to conceptualize, plan, film and edit their own 15-30 second piece.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3220: Documentary Filmmaking

Documentaries are powerful tools in accomplishing social justice work. They not only tell the story of the injustice and its impact but can bring about

awareness and change through informing and mobilizing others. In addition, the advent of hand-held media devices, like smart phones, have put the power of the media into nearly everyone's hands. This class will focus on how to use documentary filmmaking to address social justice issues. Students will learn how to document people, places, and things around them, interpret the material gathered and produce a visual nonfiction story. We will focus on story structure and using simple and easy-to-access media tools for creating a short documentary.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3230: Social Media

The emergence and diffusion of technology has provided us with two different realms to reside in: the real world and the social media world. Social media has drastically changed how we communicate with each other, from societal to individual levels. The question we will examine in this course is how do social media shape our lives and more importantly, how do we want it to shape our lives? This course examines different theoretical and practical approaches in understanding the effects of social media in our media saturated world. We will discuss how social media affects perceptions, relationships, education, business, global, and our identity.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

COM-3230.LA: The Social Impact of Social Media

The emergence and diffusion of technology has provided us with two different realms to reside in: the real world and the social media world. Social media has drastically changed how we communicate with

each other, from societal to individual levels. The question we will examine in this course is how does social media shape our lives and more importantly, how do we want it to shape our lives? This course examines different theoretical and practical approaches in understanding the effects of social media in our media saturated world. We will discuss how social media affects perceptions, relationships, education, business, global, and our identity.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

COM-3250: World Media

The right to communicate was enshrined in the United Nations Charter on Human Rights more than 60 years ago. This was long before much of the media that we now take for granted was even imagined in this country, let alone much of the rest of the world. This course will examine what the right to communicate means within a social justice framework and how it plays out in various parts of the world and for various communities of interest. We will examine a variety of media and the ways that they are or can be used for good and ill; how the producers impact content delivery; what best practices are; and how to remedy poor practices.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3260: News Reporting in the Digital Age

In today's dynamic and changing world of breaking news, there is an increased need for backpack journalists to tell relevant stories. This class will explore the fundamentals of reporting for television, internet, and other outlets. The class will focus on story development, production, scriptwriting, interviewing, editing, on-air skills and distribution.

We will also explore how news reporting has changed through the years and how to use the medium of the web to illicit change.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3270.SB: Contemporary Issues in Media

This course is an exploration of theories of media, technology and culture as they relate to the study of cinema, focusing in particular on the age of new media or computer technologies. Increasingly new forms of technology are transforming the way we perceive and interact with moving images. Survey of central concepts and major theoretical debates associated with film/video in relation to new media, putting these debates in the context of film's relation to other now older media such as photography, television and home video. Topics will include: indexicality in relation to digital technology, remediation, the virtual, information theory, convergence culture, software studies, digital animation and special effects, gaming and interactivity.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3280: Capturing Stories: COVID-19

Capturing Stories invites students to collect personal stories of the pandemic from their own lives and in the communities where they live. Inspired by the COVID-19 Oral History Project and A Journal of the Plague Year, this new course allows students the freedom to observe, reflect and participate in gathering data in real time about how the virus has impacted lives. This includes topics such as health, habits, jobs, families, well-being, dreams, politics, visions of the future, and much more. Students

conduct at least one oral history interview which will become part of a larger archive online, in partnership with other universities. We can share pictures, memes and videos of what people are experiencing right now: empty streets, working from home, chalk-drawn messages of encouragement. Students will also engage their creativity in artwork, theater, music or a dance using available media such as photography, video, audio recording, etc. While students collaborate on group projects, their curiosity determines the subject matter. Together, we will document how CoVid19 is influencing lives, from the mundane to the extraordinary - or not at all. Along the way, we'll practice active listening, research skills, hands-on media production, and have fun.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

COM-3320: Odyssey: Digital Magazine Publication

The design and production of Antioch's online magazine - Odyssey Online - provides the unique opportunity to publish a magazine with rich media and interactivity. Using new modes of content development and distribution to help ordinary people tell their own true stories in a compelling and emotionally engaging form, the magazine will create strategies for reader engagement and focus on publishing multimedia stories of interest to the Antioch community: activities & events; alumni stories; social justice issues; student & faculty profiles. Cross-platform distribution to a number of mobile, tablet and desktop devices combined with search optimization will provide increased audience reach; sophisticated analytics will be able to measure readership and engagement. Course is repeatable up to three times.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom, Field Study

COM-3321: Odyssey Digital Magazine Publication Contemporary Society

The design and production of Antioch's own online magazine provides the unique opportunity to publish a magazine with rich media and interactivity. Digital Storytelling is an emerging term that uses new digital tools to help ordinary people tell their own "true stories" in a compelling and emotionally engaging form. Using new models of content development and distribution, the magazine will create strategies for reader engagement and focus on publishing multimedia stories of interest to the Antioch community: activities & events; alumni stories; social justice issues; student and faculty profiles. Cross-platform distribution to a number of mobile, tablet and desktop devices combined with search optimization will provide increased audience reach; sophisticated analytics will be able to measure readership and engagement.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3340: Writing for Broadcast & New Media

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3350: Visual Communication

This course will be an overview of global visual culture and the history and philosophies of visual images. The emphasis will be a broader understanding of reasons for certain types of imagery presented in the media and include discussions about culture and spectatorship and relationships between media and modern and contemporary art practices.

The course will be organized around discussion-lectures, field trips, and student projects and presentations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3360: Photojournalism

Photojournalism is about storytelling and communicating with pictures. It involves the task of using a camera to convey ideas, thoughts, and art. Students will conceptualize ideas (themes), focus intensely on story structure (storytelling) and master the tools needed to produce engaging, compelling, high quality visual stories, aided by the written and spoken word. Students will create multiple projects, including two that focus on unseen or ignored realities in the local community with an emphasis on AUSB's core purposes, including human rights and social justice. Students' projects will be displayed in class, at a public showing in the tenth week, and regularly on the AUSB Odyssey Online digital magazine and possibly on other local online sources.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3400: Literature & Literacies

This foundational course cultivates a broad and critical understanding of literacies and the role(s) of literature in society -- and in ongoing and historical movements for justice and social change. Students engage in critical readings of both canonical and subaltern literatures and employ critical theories of literacies in order to deepen, express, and complicate their analyses.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COM-3410: Surveillance

Surveillance explores the present-day realities of living in a hyper-connected world where surveillance technology is ubiquitous. New computer-based and internet technology has made possible the unprecedented gathering of information about individuals and groups by private, public and government interests. Internet searches, photo recognition software and clicks online provide data from search engines that are limited to target ads, to create detailed consumer profiles and monitor our connections. Students follow unfolding stories in the news, representations in popular culture, and emerging issues.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

COM-3440: Critical Analysis of Digital Media

We live in a world of unprecedented communication capabilities: a phone is a global podium, one single tweet can trigger masses, and artificial intelligence is widely used to curate ideas that mirror our individual beliefs right back to us. How did these happen? What is our role as media audience and citizens in this landscape of enticements? Can we spot bias at all, and if so, how is it ultimately constructed? What can be learned from it? The course offers students theoretical and methodological tools to discern the interactive media practices and communication technologies characteristic of late capitalism, and to curb their relentless, sophisticated attempts to make choices for us. To address these, we will examine relevant frameworks drawn from the interdisciplinary, postcolonial field of Cultural Studies, particularly its take on Sociology of Media, Critical Journalism, Propaganda Studies, and Semiotics (analysis of meaning-making processes). Through class discussion, readings and immersive tasks, we will look critically at the distinctive systems embedded in the production, distribution and consumption of contemporary media experiences.

Based on these, we will generate a collaborative toolbox of practical strategies to gain agency over the insidious impact that digitally networked media have on our lives.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous), Online (asynchronous)

COM-3450: Literature & Literacies in Schools

This course builds on the previous Literature and Literacies Course by asking students to apply critical understandings of literacies and literature to public schooling contexts. Students consider the framings and understandings of literacies perpetuated in public schools as well as the potential of critical literacies to reimagine the possibilities of public schooling. At the same time, students dive deeply into and critically examine the literatures and literacies that the children with whom they work in public schools engage and take up.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COM-3490: Digital Media & Production

Digital media surrounds us in our daily lives. Whether it is television, online video, social media, or information on the internet, we consume digital media on a regular basis. We will explore the trends in digital media, and how to use the variety of digital media tools to effectively communicate your message. You will learn the basics of digital media production, how to use low cost tools to create your message, and explore how to maximize digital media tools and sites like YouTube, LinkedIn, Twitter, Facebook and podcasts. As part of the class, students will create a series of short podcasts.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3501: Media, Communication & Culture

History, theory, research, and issues surrounding mass communication are the subject of this class, which focuses on a critical survey of radio, television, newspapers, and magazines as instruments of mass communications. The behavior of audiences of the mass media is analyzed. Topics include ethics, persuasion, and media in relation to violence and minorities in society.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

COM-3520: Public Speaking

This experience-based course in public speaking includes the preparation and presentation of a number of speeches. Topics include research, outlining, support of ideas, ethos, audience analysis, style and delivery. Students learn to evaluate critically their own speaking and that of others. Emphasis is on performance and improvement of targeted speech behaviors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

COM-3540: Organizational & Interpersonal Communication

Contemporary, global society is a collection of overlapping organizations. We are born in organizations, educated in organizations, hired into organizations, acculturated in organizations, entertained in organizations, and encouraged to spend our money in organizations. Learning to communicate effectively and critically in organizations is crucial for survival and for success in contemporary society. In this class, we will study the communication skills, particularly the interpersonal skills, and practices central to specific organizational processes.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3550: Intercultural Communication

Technology has compressed the world into a global village composed of myriad international and non-dominant domestic cultures. Communication between cultures is essential but complicated by different contexts, values, expectations, and perceptions. This course examines different theoretical and practical approaches to the complexities of both verbal and non-verbal communication across cultures. Communication styles of various nationalities are examined along with such issues as dominance, gender, religion, prejudice, time, distance, and silence.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles

Method(s): Classroom

COM-3570: Short Story Writing

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3580: Playwriting & Performance

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3580.SB: Group Dynamics

This course examines theories and research about groups, and applications of social psychological (rather than clinical) notions of group processes. The course provides a setting in which students engage in both didactic and experiential learning about group roles, group development and task oriented and non-rational group dynamics. Topics include, among others: group functioning, development, role emergence and differentiation, leadership and

authority, scapegoating and the relationship between these and non-rational behavior.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3600: Business Communications

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3650: Multi-Genre Writing

This course is an introduction to the basic processes that underlie most creative writing, regardless of genre. It serves as a first experience for those who have never tried to write a poem, fiction, or play, and as a vital reminder of the primal bases of the experience for those who have written. Students will develop their competencies in several different genres of writing, and will also learn how to mix genres to enhance whatever they are working on.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3700: Professional Writing

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-3740: Advertising & Culture

Advertising is one of the most pervasive forces in modern culture. This class represents an overview of the advertising industry and its impact on society. Topics include the history and structure of the industry, consumer culture, persuasion theories, political advertising, children and advertising, sexuality, technological aspects, globalization, and ethical implications. Students analyze both print and television advertising and study the key role that research plays in planning and evaluating ad campaigns.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

COM-3900: Power of Communication- What Our Voices Reveal

This workshop addresses various aspects of the voice from the collective to the personal. As members of society, we hold views and attitudes about our world. These views encompass our voice, which serves as a basis for how we interact in the world and with each other. Our actual spoken voices are the auditory expressions of our voice, which convey personal information about our experiences, beliefs, and outlooks. This workshop will address various aspects of voice and speech from the cultural to the personal. In the lecture sections, students will consider these aspects and will be exposed to current ideas on vocal communication. Students will consider Standard Speech, variations of English speech, and the assumptions embedded in their uses. Students will be presented with audio/visual examples of speech varieties for discussion. In the experiential sections, students will participate in a vocal warm-up and will be exposed to exercises drawn from theatrical vocal training including relaxation, breath control, volume, articulation, etc. Students will address their own vocalizations and what they may convey in a relaxing

and informative format. Wear comfortable clothes, and be prepared to enjoy being exposed to what actors know: the power of the voice to communicate your voice. No grade equivalents allowed.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

COM-3900B: Special Topics in Communication Political Communication

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

COM-3930: Exploring Modernism & Post-Modernism

This course examines the intersections between modernism and post-modernism as historical periods, worldviews, aesthetic statements, and attitudes toward politics, culture, art, and personal style. Through analysis of architecture, film, literature, music, and other artifacts of popular culture, and through works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of the postmodern condition.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

COM-3941: Films on Social Justice Topics

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

COM-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

COM-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Field Study

COM-3990D: Applied Studies Seminar Media, Influence and Society

This professional, hybrid-format seminar is open to both Applied Studies and BA Liberal Arts students and provides an opportunity for students to connect their technical, professional and personal knowledge to current issues related to Technology, Self and Society. Together we will think about the development and influence of technology from a postmodern perspective. Some of the issues we'll reflect on together include: the historical development of technology, its various impacts on the self, identity, relationship, society, culture, globalization, economy and business. We'll also attempt to define technological trends and speculate about the future direction and impact of technology. Because this is an Applied Studies Seminar, students will be asked to reflect upon what they're learning and apply it directly to their professional, personal, or political interests, depending on their current program of study.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

COM-4010: Participatory Media

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

COM-4220: Poetry Writing

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-4320: Social Media & Social Change

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Classroom

COM-4340: Activism, Art, and Social Justice

This transdisciplinary course empowers students to investigate the intersections between systems of oppression, activism and art and to discern how these may beget inventive tactics that confront, expose, mock, provoke, and/or shock injustice. Together we will consider the historical, political and aesthetic underpinnings of arts that are associated with justice causes or movements: Antiracism, economic equity, the environment, and the human rights of indigenous

communities, LGBTQ individuals, migrants and women. Students will learn ways to reflect on these dimensions from Postcolonial and Queer Theory perspectives and to use their current academic concentration as an additional lens to immerse themselves in course material.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

COM-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

COM-4540: Creative Nonfiction

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

COM-4800.LA: Citizen Journalism

Citizen journalists have challenged official narratives with documentary evidence, and brought fresh, from-the-street perspectives to audiences around the world. This course examines the distinctions between professional journalists and citizen reporters, the differences between witnessing news events and interpreting them, and emerging trends in our dynamic media eco-system. Students learn by doing

with hands-on writing and photography assignments. They write publishable stories, conduct interviews, and collaborate on a website showcasing the collective work.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

COM-4801: People's History: Reading Zinn

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online Meeting (synchronous)

COM-4810: Special Topics in Arts & Literature

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

COM-4820: Citizen Journalism

Citizen journalists are changing the media landscape. They have served as first-hand witnesses to events by capturing police brutality, immigrant and refugee experiences, and previously unreported local stories in neighborhoods. They've challenged official narratives with documentary evidence, and brought fresh, from-the-street perspectives to audiences around the world. This course examines distinctions between professional journalism produced by established news organizations, the differences between witnessing news events and interpreting them, and emerging trends in our dynamic, media eco-system. It explores how citizen journalists are using cell phones, video, blogs and social media to inform publics about global, national and local events. Student learn by doing with hands-on writing

and photo assignments. They write publishable stories, conduct interviews and collaborate on a class website showcasing the collective work.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online Meeting (synchronous)

COMM (Communication-SE)

COMM-4800: Special Topics

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom, Online Meeting (synchronous)

COUC (Creative Arts Therapy)

COUC-5030: Family of Origin Systems and Creative Arts Therapies

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5040: Multicultural Perspectives & Creative Arts Therapy

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of art and drama therapy. Emphasis on nonverbal aspects of Art and Drama therapy. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUN-5000: Competency Assessment I or COUN-5001: CMHC Group Advising

COUC-5050: Group Art Therapy

Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of client groups through creative experiential activities, lecture and role-play. There is a lab fee for art supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Commun & Counseling Skills

COUC-5060: Family Group Art Therapy

Designed for CFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experiential activities, lecture and role-play. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Communication & Counseling Skills or COUN-5061: Clinical Skills for CFTs

COUC-5070: Art Therapy in Diverse Setting Individual And Group Therapy

Provides background and theory on the practice of art therapy in a variety of settings, primarily with adult through geriatric populations. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-play, readings and papers. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5100: History & Theory of Art Therapy

COUC-5080: Techniques and Practices of Art Therapy

Provides studio-based comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Case studies are used to illustrate specific AT applications. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5090: Creative Arts Therapy

Provides an overview of five creative art therapy modalities: drama, poetry/ bibliotherapy, art, dance/movement, and music, and explores how each modality's theory, and hands-on experience can be

applied to specific groups.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5100: History and Theory of Art Therapy

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5100S: History and Theory of Art Therapy

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a lab fee for supplies.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUC-5170: Ethics in Family CAT

Students learn ethics specific to family/couple and art therapy practice.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

Prerequisites: COUC-5180: Ethics in Creative Arts Therapy

COUC-5180: Ethics in Creative Arts Therapy

Provides historical, philosophical and practical context for ethical, clinical and professional issues in art and drama therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art and drama therapy and ethical research practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5200: Special Populations in Drama Therapy

This course examines the application of drama therapy with a variety of special populations, which may include, but are not limited to: at-risk children and adolescents, developmentally disabled, trauma survivors, and incarcerated persons.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5212: Ethics and Professional Issues Drama Therapy

This course will assist students in developing an understanding of, knowledge about, and competency with the moral, ethical, and legal standards in clinical practice, as well as the issues involved in becoming a professional member of one of the psychological disciplines. Students will learn to recognize ethical dilemmas, and will gain practice in resolving them. In addition, this class will provide an overview of ethical issues and guidelines that are relevant to the practice of drama therapy.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5030: Family of Origin Systems & Creative Arts Therapy, COUC-5040:

Multicultural Perspectives & CAT, COUC-5220:
Introduction to Drama Therapy

COUC-5220: Intro Drama Therapy

Provides an introduction to the field of drama therapy and the theories and principles involved in its practice. It is an overview of the history of drama therapy, approaches in drama therapy, and key drama therapy concepts, including information on major drama therapy theorists and methods.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5221: Intro to Drama Therapy

Provides an introduction to the field of drama therapy and the theories and principles involved in its practice. It is an overview of the history of drama therapy, approaches in drama therapy, and key drama therapy concepts, including information on major drama therapy theorists and methods.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5240: Improvisation

Develops students' creative imagination, self-expression, self-knowledge and social relatedness through active participation in a variety of improvised dramatic activities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5260: Psychodrama

Provides theory and practice of psychodrama as a therapeutic tool with groups, families, couples, and individuals. Examines the efficacy of various warm-ups and intervention techniques in relation to a variety of populations.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5280: Community Based Theater and Sociodrama

Provides theories and practices of playback theater and other approaches to community-based theater as a tool for social change and a therapeutic change with individual groups and families. Examines various playback forms, and other forms of transformative drama such as Sociodrama and Theater of the Oppressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5300: Intro to Drama Therapy Research

This introduction to drama therapy research provides an orientation to the fundamentals of research design, with an emphasis on approaches to data gathering, data analysis, and the presentation of findings that utilize and highlight unique aspects of drama therapy and the other creative arts therapies. The course will facilitate the student's development of an ability to critically evaluate research literature in the social sciences for the purpose of determining which studies may be best applied to his or her own drama therapy practice. An appreciation for the value of research and the role of empirical literature in drama therapy practice will be emphasized.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5220: Intro Drama Therapy

COUC-5310: Drama Therapy Research

Provides theories and practices of playback with Individuals and Families theater as a tool for social change and a therapeutic change with individual groups and families. Examines various playback forms, and other forms of transformative drama such as Sociodrama and Theater of the Oppressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5320: Couple and Family Therapy Research in Drama Therapy

Students learn research in drama therapy practice.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

Prerequisites: COUC-5310: Drama Therapy Research

COUC-5400: Develop & Treatment Models: Art Therapy

Provides an overview of the developmental stages and effective treatment models with differing populations, primarily children through adolescents. Emphasizes individual and group art therapy format with role-play to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5100: History & Theory of Art Therapy, COUC-5080: T & P of Art Therapy

COUC-5401: Developmental & Trauma Informed Art Therapy

Provides an overview of the developmental stages and effective treatment models with differing populations, primarily children through adolescents. Emphasizes individual and group art therapy format with role-play to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: COUC-5100: History & Theory of Art Therapy, COUC-5080: T & P of Art Therapy

COUC-5402: Techniques and Practices of Art Therapy

Provides studio-based comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Case studies are used to illustrate specific AT applications. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUC-5403: History and Theory of Art Therapy

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks,

theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUC-5404: Art Therapy Assessment

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field.

Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations also included.

There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUC-5405: Art Therapy in Diverse Settings

Provides background and theory on the practice of art therapy in a variety of settings, primarily with adult through geriatric populations. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-play, readings and papers. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: COUC-5100: History & Theory of Art Therapy

COUC-5406: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy

Students provide direct therapeutic services to clients and receive supervision and instruction regarding

common clinical and professional issues. There is a fee each quarter for liability insurance. Students are expected to repeat the course for a minimum of two quarters.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUC-5040: Multicultrl Persp & Cre Art Th, COUN-5050: Sys Perspectives: Family Thry, COUC-5180: Ethics in Creative Arts Therapy, COUN-5060: Commun & Counseling Skills, COUN-5150: Psychopathology, COUN-5105: Counseling Theories & Practice: Part I, COUN-5115: Counseling Theories and Practice II, COUN-5160: Psychodiagnostics and Treatment Plan, COUN-5050: Group Art Therapy, COUN-5080: T&P of Art Therapy, COUC-5100: History and Theory of AT, COUC-5400: Development and Treatment Models of AT

Program Approval Required: Y

COUC-5510: Intro to Creative Arts Therapy Research Family Therapy

Introduces principles of ethical research practice and social science research methods for art therapy and drama therapy fields. Includes quantitative, qualitative, mixed methods, and arts based research methods, as well as program evaluation. The course will focus on developing student's ability to critically evaluate research literature to determine which studies may be best applied to clinical practice. There is a lab fee for supplies. Pre-requisite for art therapy students: Test and Measures and/or Advanced AT Assessment. Pre-requisite for drama therapy students: Intro to DT.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5510S: Research and Evaluation

Introduces principles of ethical research practice and social science research methods for art therapy and drama therapy fields. Includes quantitative, qualitative, mixed methods, and arts based research methods, as well as program evaluation. The course will focus on developing student's ability to critically evaluate research literature to determine which studies may be best applied to clinical practice. There is a lab fee for supplies. Pre-requisite for art therapy students: Test and Measures and/or Advanced AT Assessment. Pre-requisite for drama therapy students: Intro to DT.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: For art therapy students: Take COUN-5520: Tests & Measurements and/or COUC-6530: Advanced Art Therapy Assessment before this class. For drama therapy students: Take COUC-5220: Intro Drama Therapy before this class.

COUC-5600: Introduction to Play Therapy

This course provides an introductory perspective into the field of play therapy. Participants will be able to apply key theoretical concepts to the conduction of play therapy with specific populations, particularly in work with children. Clinical practice and experiential learning opportunities will provide participants with an awareness of the historical foundations of child-centered approaches to play therapy, as well as a developed understanding of key concepts and methods for incorporating play therapy into practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-5610: Advanced Play Therapy

Participants will build upon previously established skills through hands-on directives and experiential learning in order to develop a more selective

understanding of advanced play therapy methods. Approaches such as group play therapy and familial approaches to treatment will be incorporated into training and practice. Additionally, participants will be able to differentiate between specific types of play therapy as well as gain a basic understanding of assessment within play therapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5600: Introduction to Play Therapy

COUC-5630: Seminar in Play: Sandtray

Participants will learn theoretical foundation and skills and techniques for sandtray. Practical applications and how to use sandtray with a variety of populations will also be addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5600: Introduction to Play Therapy, COUC-5610: Advanced Play Therapy

COUC-5640: Seminar in Play 2: Filial Therapy

This is a continuation of Seminar in Play Therapy I. Students will provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues relating to the field of play therapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5600: Introduction to Play Therapy, COUC-5610: Advanced Play Therapy

COUC-5750: Creativity, Symbolism, and Metaphor

This course will provide students with the opportunity to apply knowledge of creativity, symbolism, metaphor, and artistic language to the practice of art therapy. Such applications include individual, couples, groups, families, and communities from diverse backgrounds.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5080: Techniques & Practice of AT, COUC-5100: History & Theory of AT

COUC-5750S: Creativity, Symbolism, and Metaphor

This course will provide students with the opportunity to apply knowledge of creativity, symbolism, metaphor, and artistic language to the practice of art therapy. Such applications include individual, couples, groups, families, and communities from diverse backgrounds.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: COUC-5080: Techniques & Practice of AT, COUC-5100: History & Theory of AT

COUC-5910: Pre-Internship Practicum and Supervision In CFT/Art Therapy

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance. Students are expected to repeat the course for a minimum of two quarters.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUC-5040: Multicultrl Persp & Cre Art Th, COUN-5050: Sys Perspectives: Family Thrpy, COUC-5180: Ethics in Creative Arts Therapy, COUN-5060: Commun & Counseling Skills or COUN-5061: Clinical Skills for CFTs, COUN-5150: Psychopathology, COUC-5080: T&P of Art Therapy, COUC-5100: History of Art Therapy, COUC-5400: Developmental and Treatment Models, COUC-5170: Ethics in Family Creative Arts Therapy

Program Approval Required: Y

COUC-5920: Pre-Internship Practicum Clinical Mental Health Counseling/Art Therapy

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance. Students are expected to repeat the course for a minimum of two quarters.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUC-5040: Multicultrl Persp & Cre Art Th, COUN-5050: Sys Perspectives: Family Thrpy, COUC-5180: Ethics in Creative Arts Therapy, COUN-5060: Commun & Counseling Skills, COUN-5150: Psychopathology, COUN-5105: Counseling Theories & Practice: Part I, COUN-5115: Counseling Theories and Practice II, COUN-5160: Psychodiagnostics and Treatment Plan, COUC-5050: Group Art Therapy, COUN-5080: T&P of Art Therapy, COUC-5100: History and Theory of AT, COUC-5400: Development and Treatment Models of AT

Program Approval Required: Y

COUC-5930: Pre-Internship Practicum and Supervision in CFT/Drama Therapy

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance. Students are expected to repeat the course for a minimum of two quarters.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUC-5040: Multicultrl Persp & Cre Art Th, COUN-5050: Sys Perspectives: Family Thrpy, COUN-5060: Commun & Counseling Skills or COUN-5061: Clinical Skills for CFTs, COUN-5150: Psychopathology, COUN-5000: Competency Assessment I, COUN-5010: Competent Assessment II, COUC-5220: Intro to Drama Therapy, COUC-5210: Ethical Issues in Drama Therapy, COUN-5190: Ethics in Family Practice, COUN-5160: Psychodiagnostics & Treatment Planning
Program Approval Required: Y

COUC-5940: Pre-Internship Practicum and Supervision in CMHC/Drama Therapy

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance. Students are expected to repeat the course for a minimum of two quarters.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUC-5030: Family of Origin Sys & CAT, COUC-5040: Multicultrl Persp & Cre Art Th, COUN-5050: Sys Perspectives: Family Thrpy, COUN-5060: Commun & Counseling Skills, COUN-5150: Psychopathology, COUC-5220: Intro to Drama Therapy, COUC-5210: Ethical Issues in Drama Therapy, COUN-5070: Group Counseling: DvT, COUN-5105: Counseling Theories & Practice: Part One, COUN-5115: Counseling Theories &

Practice: Part Two, COUN-5160: Psychodiagnostics & Treatment Planning

Program Approval Required: Y

COUC-6002: Couple and Family Therapy/Art Therapy Internship and Case Consultation Quarter 1-4

Taken during Quarters 1-4 of Internship, this class provides CFT students the opportunity to receive on-campus supervision regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research, COUC-6510: Advanced Creative Art Therapy Research, COUC-6530: Advanced AT Assessment, COUC-5910: Pre-Internship Practicum, COUN-5050: Systems Perspectives in Family Therapy, COUN-5520 Assessment: Tests & Measurements, COUN-5220: Human Development in Family Cycle, COUN-5020: Comp Assessment III, COUC-6002: CFT/AT Internship & CC Q1-4 (instructor permission first quarter)

COUC-6003: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 1-2

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a

minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research,COUC-6510: Advanced Creative Art Therapy Research,COUC-6530: Advanced AT Assessment,COUC-5920: Pre-Internship Practicum,COUN-5231: Human Growth and Development Across the Lifespan,COUN-5050: Systems Perspectives in Family Therapy,COUN-6300-6400: Advanced Theories, Varying Subtitles,COUN-5270: Career Development and Counseling,COUN-5290: Survey of Addictions,COUN-5500: Research Methods: Intro to Research,COUN-5520: Assessment: Tests & Measurements,COUN-5600: Trauma, Disaster Response & Crisis Counseling

Faculty Consent Required: Y

COUC-6004: Couple and Family Therapy/Art Therapy I nternship and Case Consultation Quarte r 5+

Taken during the 5th quarter of internship, this class provides CFT students the opportunity to receive on-

campus supervision regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice and ethical and professional issues.

Min. Credits: 0.0 **Max Credits:** 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research,COUC-6510: Advanced Creative Art Therapy Research,COUC-6530: Advanced AT Assessment,COUC-5910: Pre-Internship Practicum,COUN-5220: Human Development in Family Cycle,COUN-5050: Systems Perspectives in Family Therapy,COUN-5520 Assessment: Tests & Measurements,COUN-5020: Comp Assessment III,COUC-6002: CFT/AT Internship & CC Q1-4

COUC-6005: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 3-4

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory

and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research, COUC-6510: Advanced Creative Art Therapy Research, COUC-6530: Advanced AT Assessment, COUC-5920: Pre-Internship Practicum, COUN-5231: Human Growth & Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400: Advanced Theories, Varying Subtitles, COUN-5270: Career Development and Counseling, COUN-5290: Survey of Addictions, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Counseling
Faculty Consent Required: Y

COUC-6005S: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 3-4

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides

weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 2.7

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research, COUC-6510: Advanced Creative Art Therapy Research, COUC-6530: Advanced AT Assessment, COUC-5920: Pre-Internship Practicum, COUN-5231: Human Growth & Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400: Advanced Theories, Varying Subtitles, COUN-5270: Career Development and Counseling, COUN-5290: Survey of Addictions, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Counseling
Faculty Consent Required: Y

COUC-6006: Couple and Family Therapy/Drama Therapy Internship and Case Consultation Quarter 1-4

Taken during Quarters 1-4 of Internship, this class provides CFT students the opportunity to receive on-campus supervision regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice,

and ethical and professional issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUN-5500/COUC-5510: Intro to Research,COUC-5910/COUC-5930: Pre-Internship Practicum CFT/AT/DT,COUN-5050: Systems Perspectives in Family Therapy,COUN-5220: Human Development in Family Cycle,COUN-5020: Comp Assessment III

Faculty Consent Required: Y

COUC-6007: Clinical Mental Health Counseling/Drama Therapy Internship and Case Consultation Quarter 1-2

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to CAT Research/COUC-5500: Intro to Research,COUC-5920/COUC-5940: Pre-Internship Practicum CMHC/AT/DT,COUN-5231: Human Growth and Development Across the Lifespan,COUN-5050: Systems Perspectives in Family Therapy,COUN-6300-6400: Advanced Theories, Varying Titles,COUN-5270: Career Development and Counseling,COUN-5290: Survey of Addictions,COUN-5600: Trauma, Disaster Response & Crisis Cns

Faculty Consent Required: Y

COUC-6008: Couple and Family Therapy/Drama Therapy Internship and Case Consultation Quarter 5+

Taken during the 5th quarter of internship, this class provides CFT students the opportunity to receive on-campus supervision regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice and ethical and professional issues.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUN-5500/COUC-5510: Intro to Research,COUC-5910/COUC-5930: Pre-Internship Practicum CFT/AT/DT,COUN-5220: Human Development in Family Cycle,COUN-5050: Systems Perspectives in Family Therapy,COUN-5020: Comp Assessment III

Faculty Consent Required: Y

COUC-6009: Clinical Mental Health Counseling/Drama Therapy Internship and Case Consultation Quarter 3-4

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to CAT Research/COUN-5500: Intro to Research,COUC-5920/COUC-5940: Pre-Internship Practicum CMHC/AT/DT,COUN-5231: Human Growth & Development Across Lifespan,COUN-5050: Systems Perspectives in Family Therapy,COUN-6300-6400: Advanced Theories, Varying Titles,COUN-5270: Career Development and Counseling,COUN-5290: Survey of Addictions,COUN-5600: Trauma, Disaster Response & Crisis Cns

Faculty Consent Required: Y

COUC-6011: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 5

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 0.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research,COUC-6510: Advanced Creative Art Therapy Research,COUC-6530: Advanced AT Assessment,COUC-5920: Pre-Internship Practicum,COUN-5231: Human Growth and Development Across the Lifespan,COUN-5050: Systems Perspectives in Family Therapy,COUN-

6300-6400: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Addictions & Substance Abuse, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Counseling

Faculty Consent Required: Y

COUC-6012: CFT/DMT Internship/Case Consultation erapy Internship and Case Consultation Quarter 5

Taken during Quarters 1-4 of Internship, this class provides CFT students the opportunity to receive on-campus supervision regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues.

Min. Credits: 0.0 Max Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Faculty Consent Required: Y

COUC-6013: CMHC/DMT Internship/Case Consultation erapy Internship and Case Consultation Quarter 5

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student

accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 0.0 Max Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Faculty Consent Required: Y

COUC-6401: Creative Arts Therapy Master's Project

An individualized process designed mutually by the student and creative arts therapy chair to expand scholarship in and make a contribution to the field of creative arts therapy. This process may include various media, including film, presentations and visual imagery.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

COUC-6402: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation Quarter 1-2

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings

that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Classroom

Prerequisites: COUC-5510: Intro to Creative Art Therapy Research, COUC-6510: Advanced Creative Art Therapy Research, COUC-6530: Advanced AT Assessment, COUC-5920: Pre-Internship Practicum, COUN-5231: Human Growth and Development Across the Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400: Advanced Theories, Varying Subtitles, COUN-5270: Career Development and Counseling, COUN-5290: Survey of Addictions, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Counseling

Faculty Consent Required: Y

COUC-6500: Creative Arts Therapy Master's Project

An individualized process designed mutually by the student and creative arts therapy chair to expand scholarship in and make a contribution to the field of creative arts therapy. This process may include various media, including film, presentations and visual imagery.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

COUC-6510: Advanced Art Therapy Research Individual & Family Therapy

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. A student's completed research project includes an abstract, literature review, methodology and results section, and future research options. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUC-5510: Intro to Creative Arts Therapy Research

COUC-6510S: Advanced Art Therapy Research Individual & Family Therapy

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. A student's completed research project includes an abstract, literature review, methodology and results section, and future research options. There is a lab fee for supplies.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: COUC-5510: Intro to Creative Arts Therapy Research

COUC-6530: Advanced Art Therapy Assessment

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field. Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations also included. There is a lab fee for supplies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-6600: Creative Arts Therapy Thesis

An extensive research paper that expands the body of existing creative arts therapy literature and makes a contribution to the field. The student and art therapy faculty mutually decide upon the research topic area, timeline, design and process of completion.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

COUC-7320: Creative Arts Therapy Counselor Education & Clinical Training

Explores the intersection between teaching and learning theories as they relate to the clinical training of creative arts counselors, most notably the use of experiential modalities that provide for observation and assessment of the skill level of counselors-in-training.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-7340: Global Mental Health Issues and Sustainability in the Creative Arts Therapies

Explores the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of counselor education in the creative arts with an international student population. Stresses the necessity that counselor educators have a solid base of understanding of cultural interpretations of mental health/mental illness and models of treatment, including creative arts interventions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-7420: Advanced Counselor Supervision & Creative Arts Therapy

Focuses on continued understanding of theories of supervision including opportunities to provide individual, culturally competent supervision within the creative arts to master's practicum students. Pedagogical issues in training supervisors are also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-7520: Creative Arts Therapy Consultation And Organizational Change

Study of theories of consultation will be reviewed and related consultant roles will be presented, both for clinical and organizational creative arts organizations. The course will include demonstrations of consulting techniques and development of a consultation model.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUC-8950: Advanced Creative Arts Therapy Professional Seminar & Inquiry

Taken concurrently with dissertation quarters to support student's progress in the dissertation process, inclusive of identification of research area and methodology, dissertation proposal, support during data collection, and final dissertation product including defense.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Thesis / Dissertation

COUN (CMHC/MFT)

COUN-5000: Competency Assessment I

This course is required in the student's first quarter and provides an orientation to the Couple and Family Therapy curriculum, competency assessment, portfolios, academic writing, and advising process.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Either Previous or Concurrent: COUN-5030 or COUC-5030: Family of Origin Systems

COUN-5001: CMHC Group Advising

This is a required course for new admits within the Clinical Mental Health Counseling program and designed as a time to review program expectations, course and fieldwork planning, and generally overview the graduate learning and assessment process at AUS.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Workshop

Corequisites: COUN-5030: Family of Origin Systems or COUN-5042: Multicultural Counseling:

Cultivating Self Awareness

COUN-5002: CMHC Residency

Residency provides students an opportunity to practice and apply individual and group counseling skills learned from clinical courses. For practice sessions students are divided into small groups with one faculty member per group. Using real-life experiences students participate being in the counselor role, the client role, and the observer role. Students receive direct and consistent feedback from their instructors and peers during each small group experience.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5004: Essential Topics in Abnormal Psychology

This course provides students with an introduction to Abnormal Psychology. Using current scientific research and theory to understand abnormal functioning within a multicultural context, students examine psychopathological conditions and apply theory-specific frameworks to explain abnormal functioning. Special topics addressed in this course include the law and mental health, mental health services in the workplace and emerging pathological conditions related to the use of technology.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

COUN-5010: Competency Assessment II

This course is required in the student's second quarter and provides guidance for initial competency assessment and portfolio development.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: COUN-5000: Competency Assessment I
Either Previous or Concurrent: COUN-5040 or COUC-5040: Multicultural Perspectives

COUN-5020: Competency Assessment III

This course is required one quarter before internship. It provides students with guidance in completing their portfolio and acts as a checkpoint ensuring students are qualified for internship.

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: COUN-5980: Internship Preparation, COUN-5010: Competency Assessment II

COUN-5025: Competency Assessment IV

This course is required in the student's final quarter. It provides a final checkpoint for students to demonstrate that they have mastered the clinical competencies and have successfully met all of the requirements and it provides preparation for employment and MFT licensure in the State of Washington.

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: COUN-5020: Competency Assessment III

COUN-5030: Family of Origin Systems

Introduces family of origin systems perspective as a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of their socio-cultural roots, family history and

unresolved family conflicts. Note: Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical specializations.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

COUN-5040: Multicultural Perspectives

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of CMHC and CFT.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: COUN-5030 or COUC-5030: Family of Origin Systems, WRTG-6110: Writing in Psychology
Either Previous or Concurrent: COUN-5000 Comp Assmnt I/COUC-5001 CMHC Group Advising

COUN-5041: Multicultural Counseling Intersectionality

The purpose of this course is to introduce students to the intersectionality framework and enhance skills necessary for culturally responsive awareness and interactions, with specific emphasis on to think critically about and hold multiple perspectives and how to prepare for culturally competent counseling.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom, Online (asynchronous)
Prerequisites: COUN-5042: Multicultural Counseling: Cultivating Self Awareness

COUN-5042: Multicultural Counseling Cultivating Self Awareness

The purpose of this course is to enhance students' abilities to apply their knowledge in the area of multicultural perspectives to their personal lives and professional work. Students learn ways to cultivate self-awareness when providing culturally competent counseling. Students will learn and examine how their own cultural heritage shapes their own attitudes, values, beliefs, and behaviors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

COUN-5050: Systems Perspectives in Family Therapy

Introduces family systems theory for the clinical assessment and treatment of mental health problems, inclusive of multicultural perspectives. Emphasis is on understanding and intervening in the interpersonal dynamics of the family system as a basic framework for mental health treatment. Required of all CMHC and CFT students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5060: Communication and Counseling Skills

This course consists of laboratory training in the basics of therapeutic communication and introductory skills for conducting a therapy session. The course includes recorded practice sessions in which students will work on developing skills for use with engaging clients in a helping context. Proficiency in these skills is necessary in order to be ready for internship and future clinical practice. The course is designed to meet in part the COAMFTE standards for clinical training of Marriage and Family therapists. Note: This section is for CMHC students only.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5041: MC Intersectionality

COUN-5061: Beginning Clinical Skills for Couple & Family Therapists

This course consists of laboratory training in the basics of therapeutic communication and introductory skills for conducting a therapy session. The course includes recorded practice sessions in which students will work on developing skills for use with engaging clients in a helping context. Proficiency in these skills is necessary in order to be ready for internship and future clinical practice. The course is designed to meet in part the COAMFTE standards for clinical training of Marriage and Family therapists. This class was formerly COUN-5060: CFT Communication and Counseling Skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5070: Group Counseling

Introduces students to the theory and practice of group counseling. Emphasizes integrating theoretical approaches to group counseling and learning basic skills needed to prepare for leading a variety of client groups.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Communication & Counseling Skills

COUN-5080: Counseling Profession & Identity

This course provides the foundation for the development of one's professional identity within the fields of counseling. Areas for exploration include the history and philosophy of the counseling profession; professional organizations (including membership benefits, current issues, counselor roles, etc.); professional credentialing (including licensure, accreditation, public policy); the role of counselors as part of multi-disciplinary crisis response teams; counselor supervisions models and practices; and counselor self-care strategies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5080S: Techniques and Practices of Art Therapy

Provides studio-based comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Case studies are used to illustrate specific AT applications. There is a lab fee for supplies.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5090: Effectively Using Countertransference

Students learn a step-by-step process to work with countertransference that inevitably shows up in the therapeutic relationship between the client and the clinician. Countertransference can be defined as the thoughts and feelings that clinicians experience about their clients. All too often, clinicians avoid noticing and working with countertransference because they do not have a process by which to effectively work

with it. Learning to recognize counter transference - and take advantage of the valuable opportunities it provides - is essential to maintaining the therapeutic rapport and to avoiding burnout and compassion fatigue.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality

COUN-5102: Introduction to the Program and the Profession

This course will orient new students to the Clinical Mental Health Counseling (CMHC) Program and the counseling profession. During this course students will become familiar with resources such as the AUNE Academic Catalog, the CMHC Program Handbook, the CMHC Program Field Experience Handbook, and the APA Manual. Further, students will gain insight on academic, professional, and interpersonal expectations. At the end of this course, students will have a better understanding of the program and the profession.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

COUN-5105: Counseling Theories & Practice: Part One

Links theoretical foundations of objective counseling theories (e.g., psychodynamic and cognitive theories) to their application in the practice of counseling. Special attention will be paid to newer advancements in those theories

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Communication & Counseling Skills

COUN-5115: Counseling Theories & Practice: Part Two

Links theoretical foundations of constructivist counseling theories (e.g., postmodern and humanistic theories) to their application in the practice of counseling. Special attention will be paid to current trends and non-Western theories.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories & Pract I

COUN-5120: Individual Therapy in the Family System

Links theoretical foundations of individual psychotherapy with their application in the context of family dynamics and relationships. Individual psychotherapy methods are grounded in the overarching perspective of systemic theory.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5050: Sys Perspectives: Family Thrpy, COUN-5060: Commun & Counseling Skills or COUN-5061 Clinical Skills for CFTs

COUN-5130: Domain Competency Attainment

Provides students an opportunity to increase their knowledge and skills in a domain in which they have not sufficiently demonstrated a level of Intermediate Competency. Students are individually guided in a course of study that requires them to examine and then improve their performance in the domain in question.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

COUN-5142: Assessment and Testing

Counselors engage in assessment practices every day and these practices effect relationships, treatment decisions, and culturally responsive counseling. This course will provide information about the various assessment procedures that are specifically relevant for practicing counselors. There will be an emphasis on selection, interpretation, and communication of psychological test results. Further, this course highlights the basic principles of psychological assessment. Students will learn how to complete a Comprehensive Psychosocial Assessment through both didactic and experiential activities infused throughout the course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5150: Psychopathology

The purpose of this course is to introduce students to the diagnostic system contained in the Diagnostic and Statistical Manual 5 (2013) and to facilitate their understanding of psychopathology. This course on psychopathology is designed to give students the foundation for assessing both patterns, and factors creating those patterns, of diagnostic categories presently in use in the mental health system today. We will look at symptoms, etiology, and treatment -- taking into consideration, views from different theoretical frameworks as well as increasing awareness of cultural issues. Particular attention will be paid to issues of co-occurring disorders including addictions, as well as issues surrounding crisis management and disaster response.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality

COUN-5160: Psychodiagnostics and Treatment Planning

A survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM5 and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. Note: This section is for CMHC students only.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5150: Psychopathology

COUN-5180: Ethics and Professional Issues

Introduces specific ethical guidelines for counselors and therapists, with attention to the broader historical, cultural and professional contexts within which helping behavior occurs. Emphasis is on developing the ability to think about clinical situations in ethical terms. Note: This section is for CMHC students only.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5182: Human Sexuality

This course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal. Students will be encouraged to use the knowledge gained in order to better understand their own feelings and attitudes related to sexuality and how those attitudes and feelings influence their beliefs about and therapeutic work with individuals, couples, and families. No previous training in sex therapy is required. Students will be invited to examine their own attitudinal framework regarding these ideas, but disclosing intimate details about one's own sexuality

is not required. Course may be offered face-to-face or online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5190: Ethics in Family Practice

Provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case-focused presentation.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Either Previous or Concurrent: COUC-5180:

Ethics in Creative Arts Therapy or COUN-5180:

Ethics and Professional Issues

COUN-5191: Ethics and Professional Issues in CFT

Students learn specific ethical guidelines for couple, relational, and family therapists, with attention to the broader historical, cultural and professional contexts within which helping behavior occurs. Emphasis is on developing the ability to think about clinical situations in ethical terms relevant to the field of couple, relational, and family therapy. Note: This section is for CFT students only.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5220: Human Development in the Family Life Cycle

This course will engage students in understanding the basic developmental tasks of children, youth, and adults throughout the lifespan, as well as how these tasks impact, and are impacted by, the developmental

cycle of the family of origin and the family of choice. The course will present opportunities to analyze how individual and family development are affected by significant events, as well as interpersonal, interactional, and cultural factors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5222: Career Counseling Development

This course will provide both the theoretical foundation and practical experience necessary to understand and foster career/life development in diverse individual and group counseling settings. Topics include career and developmental theories; the elements and evaluation of life careers; administration and interpretation of career-related assessment instruments; and definition of the role, ethics and professional identity within the field of career development.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5231: Human Growth and Development Across the Lifespan

Presents current theories and perspectives about lifespan development. Within an interdisciplinary perspective, students explore the psychological, physical, interpersonal, and societal issues related to identity (e.g., gender, ethnicity, race, religion, and sex) growth and development across the lifespan in Western cultures and beyond. Considerations for counseling individuals, couples, families, and groups are addressed as well as multicultural and social justice issues related to lifespan development.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality

COUN-5240: Human Sexuality

Focuses on psychological aspects of human sexuality and the development of interpersonally intimate relationships, including sexual attitudes and values, sexual issues in intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Classroom

COUN-5242: Fundamentals of Sex Therapy

This course introduces students to the fundamental practice of Sex Therapy. Students will gain competence in assessment of sexual issues in individuals, couples, and other relationship structures, as well as, sexual disorders as described in the DSM-V. Emphasis will be on differentiating between medical and mental health needs of clients experiencing problems around sex and intimacy. Theories of systemic sex therapy will be explored and students will gain exposure to models of treatment, interventions, and community resources. The course will focus on conceptualization of cases and experiential activities to strengthen student's clinical competency.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Either Previous or Concurrent: COUN-5240: Human Sexuality

COUN-5242S: Fundamentals of Sex Therapy

This course introduces students to the fundamental practice of Sex Therapy. Students will gain competence in assessment of sexual issues in

individuals, couples, and other relationship structures, as well as, sexual disorders as described in the DSM-V. Emphasis will be on differentiating between medical and mental health needs of clients experiencing problems around sex and intimacy. Theories of systemic sex therapy will be explored and students will gain exposure to models of treatment, interventions, and community resources. The course will focus on conceptualization of cases and experiential activities to strengthen student's clinical competency.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5262: Human Growth and Development

This course provides a critical overview of human development throughout the lifespan. The dominant Eurocentric and global perspectives are explicated with consideration to family and sociocultural contexts. The individual and family life cycles will be viewed as mutually interactive processes that are also affected by such factors as neurobiology, genetics, gender, race, class, ethnicity, sexuality, disability, acculturation, religion, as well as addiction, trauma, resiliency and wellness. The development of the individual through a systems perspective will be traced chronologically through major theoretical approaches and concepts as well as from a counseling lens. Emphasis on intersectionality and a critical analysis of application of theory will be applied and inform how development is viewed ethically when serving diverse groups, including minority and cultural groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5270: Career Development and Counseling

Provides a practical understanding of the resources and tools available to counselors in relationship to career development. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms with special attention paid to the connections between career and mental health issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5280: Abusive Relationships

Provides an integrated perspective on forms of abuse, including sexual, physical and emotional. Explores the relational dynamics commonly found in such situations, examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5290: Survey of Addiction

The purpose of this course is to introduce core concepts in addiction counseling/treatment. This course provides a foundation for understanding the physiology of addiction, addressing the family system, working with co-occurring disorders, and considering treatments that are culturally appropriate. Information and learning experiences focus on the following topics: theories on the etiology of addiction, screening and treating addiction, various approaches to treating addiction, the neurobiology/physiology of addiction, the long-term trajectory of addiction recovery, how the family system is impacted by addiction, the role of twelve step and other self-help meetings in the treatment of addiction, co-occurring issues that often accompany

addiction, introduction to treatment planning and service coordination, and a consideration of social justice issues connected to addiction and addiction treatment. .

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5300: Loss and Grief

Explores the experience of loss and grief from a variety of perspectives - personal, socio-cultural, psychological, therapeutic, symbolic and spiritual. Emphasis on increasing awareness of one's own grief process and its potential impact on counseling work as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5310: Assessing and Treating Domestic Assessing and Treating Domestic Violence

Addresses the theory and practice of assessing, treating and monitoring domestic violence. Emphasizes the practical application of theory to treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5320: Pre-Marital Education

This course introduces students to premarital counseling and prepares students to work in this field by certifying them as PREPARE / ENRICH Facilitators. PREPARE / ENRICH is a computer-based assessment that has been studied and researched for over 35 years. It can be used with

dating, engaged, married, or re-married couples and comes with feedback tools and resources that allow therapists to effectively and accessibly identify couples' areas of growth and challenge.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5322: Counseling Approaches to Trauma, Grief & Loss

This course will address grieving as a natural process for both adults and children, explore grief related to trauma, describe chronic grief accompanying on-going loss, and introduce a variety of methods for supporting adaptive and healing processes. The impact of loss on families and communities will also be included.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5332: Trauma & Resiliency

This course is designed to explore several advanced issues in both the lived experience of trauma as well as it's treatments. This course is based in the strengths-based and resiliency research in conceptualizing trauma, as opposed to a deficit model. This course also explores the connections between the neurobiological and somatic impacts of trauma and recovery.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

COUN-5350: Historical and Socio-Cultural Perspectiv

Explores how contemporary social and cultural changes impact how people negotiate personal

identity and live out their self-concept. Synthesis of wide-ranging and multidisciplinary perspectives, including the environmental, cultural, social, economic and political contexts within which individual and community behavior is shaped.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5400: African American Counseling Experiences And Practices

Students explore cultural considerations necessary to provide relevant assessment and treatment to African American clients. More specific course content and assignments are provided in the syllabus.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5401: Domestic and International Field Study Special Populations

The purpose of this course is to expose students to the mental health and social justice concerns that impact the host community and culture. Students will have an immersion based experience in the local community through readings, lectures, experiential activities, and exposure to local practice and customs. Students will explore issues related to systemic challenges and/or crises within the community, and may provide culturally appropriate service projects. Students will learn from their field guides and discuss relevant mental health trends. Students will engage in supervised direct-client contact experiences within the local community. Students will learn the cultural and ethnic considerations to provide culturally relevant assessment with the population that enhances their ability to apply their knowledge.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5410: Jewish American Counseling Experiences and Practices

Assists students in developing an understanding of Jewish cultural and religious contexts that inform assessment and interventions with respect to clinical issues presented by Jewish individuals, couples and families. The class illustrates the way in which anti-Semitism and its internalization inform this cultural and therapeutic context. The class assists students to develop therapeutic attitudes and strategies that effectively address these issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5420: Counseling Multiracial Families

Examines the lives of contemporary interracial couples, multiracial individuals and multiracial families, including cross-racial adoptive families. A multicultural counseling competency framework is applied to discussion and recommendations of counseling intervention with this population.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5430: Asian Americans and Pacific Islanders Counseling Experiences and Practices

Explores cultural considerations necessary to provide relevant assessment, intervention, and support to various Asian, Asian American, and Pacific Islander populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5440: American Indians Counseling Experiences and Practices

Offers students an opportunity to explore psycho-social/cultural considerations relevant to assessment and treatment issues with urban and reservation-based Native Americans, extended families and communities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5450: Latinx Counseling Experiences and Practices

Students explore cultural considerations necessary to provide relevant assessment and treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5452: Latinx Ethics, Social Justice, and Advocacy

The purpose of this course is to enhance students' abilities to explore the rich history of advocacy and social justice in the Latinx community and how it has shaped communities around the U.S. Broaden students understanding of ethics and legal considerations when working with the Latinx population. This course will assist students in developing understanding and knowledge of the moral, ethical, and legal standards in clinical practice, as well as the issues involved in becoming a professional member of one of the mental health disciplines. Students will learn to recognize ethical dilemmas, and will gain practice in resolving them.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-5454: Latinx Counseling Theories and Clinical Practice

The purpose of this course is to introduce students to counseling theories rooted in Latin America. Students will learn ways to apply them while cultivating self-awareness when providing cultural competent counseling with Latinx communities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-5456: Latinx Bilingual Group Counseling

This class introduces students to Latinx theory and practice of group counseling, emphasizing the integration of Latinx theoretical approaches to group counseling and learning of basic skills needed to prepare for leading Latinx client groups with Spanish speaking group members.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Prerequisites: COUN-5450: Latinx Counseling Exp & Pract

COUN-5460: Clients With Disabilities Experiences and Perspectives in Counseling

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5471: Diversity in Sexual Expression

This course will compare a variety of developmental, psychological, historical, social, and cultural issues related to the experiences of diverse sexual expressions. This population includes but is not limited to those who identify as LGBT+, Asexual, Queer, Kinky, and other erotically marginalized identities such as those who identify as other than heterosexual, monogamous, or cisgender. Readings, discussion, videos, presentations, and experiential activities will serve to heighten awareness of social constructs as they affect a range of professional settings, the role of counselors and educators, and the

process of psychotherapy and/or education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

COUN-5471S: Diversity in Sexual Expression

This course will compare a variety of developmental, psychological, historical, social, and cultural issues related to the experiences of diverse sexual expressions. This population includes but is not limited to those who identify as LGBT+, Asexual, Queer, Kinky, and other erotically marginalized identities such as those who identify as other than heterosexual, monogamous, or cisgender. Readings, discussion, videos, presentations, and experiential activities will serve to heighten awareness of social constructs as they affect a range of professional settings, the role of counselors and educators, and the process of psychotherapy and/or education.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

COUN-5475: Counseling Along the Gender Spectrum

The purpose of this course is to provide students with an overview of current theories and a variety of perspectives regarding the development of gender identity and gender roles across the gender spectrum. Drawing from sources ranging from psychology, sociology, and social biology to politics and literature, students also explore the psychological, interpersonal, and societal issues related to the interface of gender with Western culture. Particular attention is given to students' individual experiences of their own developing gender identity and beliefs/biases around gender as a construct. This course assists the beginning clinician to recognize ways in which issues related to gender affect

developmental tasks throughout all the stages of one's life and promote affirmative care. This course is taught through a social justice and non-binary lens and will work to focus marginalized voices at the center of the conversation.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: Multicultural Counseling: Cultivating; Self Awareness

COUN-5500: Research Methods Introduction to Research

Introduces social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, the logic of hypothesis development and testing, and the role of program evaluation. Note: This section is for CMHC students only.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5502: Diagnosis and Treatment

This course addresses mental health from a variety of perspectives: biological, developmental, cultural, and interactional. It will provide students with a broad theoretical base for understanding mental health from not only an individual descriptive and symptomologic perspective as presented in the DSM-5, but also from a contextual and systemic perspective including developmental hallmarks, familial patterns, and sociocultural contributors. Students will learn to perform individual, relational, and larger systems assessments, including but not limited to a mental status exam and diagnosis using the DSM-5.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5510: Research in Family Practice

Addresses special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: One of the Foundational Research Courses: COUN-5500: Intro to Research COUC-5310: Drama Therapy Research COUC-5510: Intro to Creative Arts Therapy Research

COUN-5512: Intro to Research in Couple, Relational, And Family Therapy

Students learn social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, the logic of hypothesis development and testing, and the role of program evaluation. Students learn special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves. Note: This section is for CFT students only.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5520: Research Methods: Tests and Measurements

Introduces psychological testing and surveys the most widely used tests. Emphasis on basic skills

necessary to interpret and appropriately use testing, both for clinical and research purposes. A hands-on course with opportunities to take, administer or observe the administration of a sampling of tests.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5542: Counseling Theories

Counseling Theories is designed as an overview of major counseling theories and approaches, including post-modern theories/approaches. Students will have the opportunity to learn theoretical foundations in both didactic and experiential classroom formats. The course includes simulated counseling sessions in order to allow students the opportunity to practice skills and techniques associated with major counseling theories. Students are encouraged not only to explore all the major theoretical orientations, but also to examine their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

COUN-5600: Trauma, Disaster Response & Crisis Counseling

Apply theory and best practices related to trauma and crisis management, working with individuals and groups recovering from the effects of trauma and crisis, such as natural disasters, violence, terrorism or war. Broaden your understanding to models of crisis intervention, counseling, and resiliency enhancement as well as effective strategies to respond to crises as a counseling leader. Learn the appropriate ethical and legal responses to individual, community, national, and international crises.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Commun & Counseling Skills

COUN-5601: Domestic and International Field Study Trauma, Disaster Response & Crisis Counseling

The purpose of this course is to expose students to the mental health and social justice concerns that impact the host community and culture. Students will have an immersion based experience in the local community through readings, lectures, experiential activities, and exposure to local practice and customs. Students will explore issues related to systemic challenges and/or crises within the community, and may provide culturally appropriate service projects. Students will learn from their field guides and discuss relevant mental health trends. Students will engage in supervised direct-client contact experiences within the local community.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Field Study

Prerequisites: COUN-5060: Commun & Counseling Skills

COUN-5610: Psychopharmacology & Physiology of Addiction

This course covers the neuroscience of addiction, and the physiological changes in the central nervous systems of clients who meet criteria for addiction. In addition, the course examines the complicated relationship between individuals recovering from addiction and psychopharmacology.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

Prerequisites: COUN-5290: Survey of Addiction: Intro to Addiction

COUN-5632: Psychopharmacology

This course presents an overview of the origin, development and usage of psychopharmacology within counseling. This includes: a brief overview of neurochemistry, untoward and clinical effects of medications for various disorders, and conditions, as well as addressing some drugs of abuse and pharmacological treatments for those in recovery from addiction.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

COUN-5650: History of War and Traumatic Stress Injuries a Social Justice Perspective

This cross disciplinary course represents an exploration into the perplexing history of war stress injuries and repetitive military mental health crises that have plagued generations of the warrior class and American society since the turn of the 20th century. A social justice framework is adopted when examining the underlying factors believed responsible for cyclical failures to meet mental health needs including mental health stigma, disparity, and antiquated dualistic policies of mental and physical health that negatively impact military and civilian populations alike. The aftermath of military experiences in war have traditionally had a profound influence on a broad range of postwar policies and professions such as medicine, psychiatry, psychology, social work, occupational therapy, neurology, nursing, pastoral care, journalism, sociology, history, etc. What is the likely impact from the current wars, and how might our views of mental health change?

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5660: Neurobiology of Trauma

In this class, students will: 1. Learn how trauma impacts the brain and the body from the neurological perspectives. 2. Learn the polyvagal theory, window of tolerance, arousal modulation, as well as post-trauma adaptation. 3. Apply the neurobiology of trauma and neuroscience to into clinical work of working with trauma survivors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Prerequisites: COUN-5662: Childhood Trauma

COUN-5662: Childhood Trauma

In this course, students will: 1. Learn different types of childhood trauma/abuse and neglect/ adverse childhood experiences and its impacts on children development. 2. Learn and apply attachment theory into clinical work as well as working with attachment trauma. 3. Understand childhood trauma and adversities from a social-ecological framework. 4. Learn how to provide trauma-informed counseling when working with children and adolescents.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Either Previous or Concurrent: COUN-5600: Trauma, Disaster Response & Crisis

COUN-5664: Trauma and Social Justice

In this course, students will: 1. Understand intergenerational transmission of trauma and how trauma and grief/loss passed down generations. 2. Understand systemic racism, oppression, and trauma. 3. Understand how to work with clients experience trauma for racism, oppression, poverty, religion, and other social justice-related issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Prerequisites: COUN-5600: Trauma, Disaster & Crisis

COUN-5666: Advanced Clinical Interventions in Trauma and Crisis Counseling

In this course, students will: 1. Learn and apply the three phases of trauma recovery in the clinical work and to provide a trauma-informed treatment in counseling. 2. Learn the foundations of different types of trauma interventions such as TF-CBT, EMDR, neurofeedback, internal family system therapy, body-orientated therapy, and other trauma-oriented treatments. 3. Learn and apply comprehensive trauma assessments and treatment planning. 4. Understand self-care, secondary traumatic stress, and compassion fatigue when working with trauma survivors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Prerequisites: COUN-5600: Trauma, Disaster Response

COUN-5700: Advanced Assessment, Ethics, and Case Management in Addiction Counseling

This course builds on the case management skills already covered in UG course, and focuses on developing assessment skills as well as processing more complicated ethical dilemmas and confidentiality laws pertinent to addiction treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5290: Survey of Addiction:

Intro to Addiction Counseling Fundamentals

COUN-5701: Substance Use Disorder Law & Ethics nagement in Addiction Counseling

This course covers law and ethics specific to addiction counseling and treatment including: relevant WAC's/RCW's/Federal laws, information on credentialing, scope of practice, important legislation, ethical codes and professional standards related to the SUDP credential.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals

COUN-5702: American Society of Addiction Medicine (ASAM) Criteria

This course will increase proficiency in understanding ASAM criteria, how it is used in SUD assessments and its applications in recommending levels of care, treatment standards, and other important clinical applications.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5290: Survey of Addiction: Intro

COUN-5710: Advanced Clinical Skills for Individual, Groups, Family, Adolescents, Kids in Addiction Counseling

The course will provide learning opportunities for students to gain knowledge about the unique therapeutic needs of other cultures, special populations, adolescents, at risk youth, impaired physicians, attorneys, pilots, other professionals, as well as more complex co-occurring clients in a variety of settings.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5290: Survey of Addiction:
Intro to Addiction Counseling Fundamentals

COUN-5711: Addiction Counseling Individual, Group, Family, Adolescents, Kids

The purpose of this course is to develop clinical skills in the context of treating addiction. Students will have several learning opportunities to increase their knowledge of counseling interventions with individuals, as well as to practice the skills. The focus of this course is to practice assessment skills, motivational interviewing skills, addressing resistance, assisting hostile clients, and mindfulness skills. Students will explore group dynamics present in addiction treatment groups, practice group counseling skills, and deepen understanding of the variety of self-help, peer support, recovery focused groups available. The class will provide learning opportunities to increase cultural competency and approaches to working with special populations. Additionally, this course is designed to include knowledge and counseling specific to family systems, adolescents, and kids.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5290: Survey of Addiction:
Intro to Addiction Counseling Fundamentals

COUN-5720: Advanced Addiction Theory and Practice , Groups, Adolescents & Children

This course is focused on examining the relationship between trauma, attachment injury, and other mental health issues, and addiction. Furthermore, the course will provide information and learning opportunities to gain competence in assessing/referring/treating the process of addiction.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5290: Survey of Addiction:
Intro to Addiction Counseling Fundamentals

COUN-5722: Treatment of Addiction

This course will increase knowledge about a range of approaches to addiction treatment, including different treatment models, levels of care, ASAM criteria, treatment settings, and information about medication assisted treatment. Furthermore, this class will offer learning opportunities to increase knowledge and case conceptualization skills in the treatment of addiction and commonly co-occurring issues/diagnoses. This course includes models that are trauma informed and assist in understanding the intersection of addiction, trauma, and attachment injuries. The course includes material on the impact of addiction on the family system and significant others as well.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5290: Survey of Addiction:
Intro to Addiction Counseling Fundamentals

COUN-5730: Advanced Systemic Theories and Models 3

In this Special Topics course, students go in-depth in learning a systemic theoretical framework and apply the conceptual learning to clinical situations in an applied setting.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5800: Applied Couple
Therapy, COUN-5815: Applied Family Therapy
II, COUN-5120: Individual Therapy in the Family

System

COUN-5750: Special Topics:

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5800: Applied Couple Therapy

An introduction to an integrative systems model for conducting couple therapy and emphasizes the development of clinical skill for working with couples.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5050: Sys Perspectives: Family Thrpy, Take COUN-5060 Commun & Counseling Skills or COUN-5061 Beginning Clifical Skills for CFT before this class.

COUN-5801: Applied Couple Therapy

An introduction to an integrative systems model for conducting couple therapy and emphasizes the development of clinical skill for working with couples.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5050: Sys Perspectives: Family Thrpy, COUN-5060: Commun & Counseling Skills

COUN-5805: Sex and Relationships

This one-credit course in relational therapy will provide students with an introduction to working with dyadic relationship structures in therapy from a

sexological perspective. Students will be introduced to common issues that bring relational clients into therapy, ethical considerations for relational work, as well as clinical strategies for addressing those issues. Opportunities will be provided for reflection on personal experiences and cultural norms that may impact their ability to practice effectively with relational clients. Emphasis will be provided on how to adapt the developmental model for couples therapy (Bader and Pearson) from a queer informed lens.

Note: This section is for sexuality certificate students only.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5810: Applied Family Therapy I Clinical Work with Children and Parenting

An introduction to the common factors approach to conducting family therapy and emphasizes the development of clinical skills for working with parents and young children.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5050: Sys Perspectives: Family Thrpy, Take COUN-5061 Clinical Skills for CFT or COUN-5060 Commun & Counseling Skills prior to this class

COUN-5815: Applied Family Therapy II Clinical Work with Adolescents and Families

Students learn an introduction to the common factors approach to conducting family therapy and emphasizes the development of clinical skills for working with adolescents and adult families.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5030: Family of Origin

Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality, COUN-5050: Systems Perspectives in Family Therapy, COUN-5060: Communication and Counseling Skills

COUN-5820: Theories of Couple & Family Therapy

A review of the foundational theories of couple and family therapy and how these different clinical approaches are effectively applied.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5050: Sys Perspectives: Family Thrpy, COUN-5060: Commun & Counseling Skills or COUN-5061: Clinical Skills for CFT

COUN-5830: Effective Parenting

Students explore the many facets and issues involved in counseling parents. Topics include the social context of parenting, clinical techniques for working with parents, the role of attachment styles in parent/child interactions, and strategies for effective parenting.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5840: Assessment in Family Practice

This course on assessment in family practice is designed to familiarize students with ways to recognize, describe, and assess clinical problems using a systemic framework that is integrated with psychological assessment skills. Through readings, class exercises, assignments and class participation, students will learn about integrating diagnostic skills based on the DSM-5 and conducting diagnostic interviews with conducting systemic assessments

using reliable and valid systemic assessment tools when working with couples and families. Students will learn how to apply systemic assessment data to developing treatment plans. This course will use testing to help prepare students for the national licensing examination.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5150: Psychopathology

Either Previous or Concurrent: COUN-5160: Psychodiagnostics & Treatment Planning

COUN-5850: Assessment, Diagnostics, and Treatment Planning in CFT

Students learn approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients, relationships, and families. Students become familiar with these of DSM-5 and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment.

Note: This section is for CFT students only.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5150: Psychopathology

COUN-5900: Special Topics in Mental Health Counseling

Explores contemporary and seminal issues related to the clinical assessment and/or treatment of children, couples and families. The emphasis is on taking a systemic approach to these topics and examining the developmental, interactional and multicultural aspects of these issues.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5902: Foundational Counseling Skills

The focus of the course is on the acquisition and practice of foundational counseling skills. The course includes both didactic and experiential formats and is designed to be a first opportunity to try out new skills. Methods will include dyadic role plays, in which students take turns assuming roles of both "counselor" and "client," and self-reflective exercises. Students will explore the interpersonal dynamics of the helping relationship and develop self-in-role skills, such as self-reflection and meaning-making. CMHC Residency is a week long face to face experiential component that supplements the course if taken online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5910: Special Topics in Sexuality

The purpose of this course is to provide rotating opportunities for students to gain focused learning in one of the many facets of sexuality over the course of a weekend. Topics may include but are not limited to: Assessment and treatment of specific sexuality concerns, working with consensually non-monogamous systems, assessment of out-of-control sexual behavior, kink-aware care, trans-affirmative care, adolescent sexuality, sex ed for adults, sexuality in elderly, spirituality and sexuality, experiential approaches to sex therapy, etc.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

COUN-5910S: Special Topics in Sexuality

The purpose of this course is to provide rotating opportunities for students to gain focused learning in one of the many facets of sexuality over the course of

a weekend. Topics may include but are not limited to: Assessment and treatment of specific sexuality concerns, working with consensually non-monogamous systems, assessment of out-of-control sexual behavior, kink-aware care, trans-affirmative care, adolescent sexuality, sex ed for adults, sexuality in elderly, spirituality and sexuality, experiential approaches to sex therapy, etc.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-5920: Pre-Intern Practicum in CMHC Supervision

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance. Students are expected to repeat the course for two consecutive quarters.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality, COUN-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5115: Counseling Theories & Practice: Part 2, COUN-5150: Psychopathology, COUN-5160: Psychodiag & Trtmt Planning, COUN-5180: Ethics and Professional Issues

Program Approval Required: Y

COUN-5921: Domestic and International Field Study Practicum

The purpose of this course is to expose students to the mental health and social justice concerns that impact the host community and culture. Students will have an immersion based experience in the local community through readings, lectures, experiential activities, and exposure to local practice and customs. Students will explore issues related to systemic challenges and/or crises within the community, and may provide culturally appropriate service projects. Students will learn from their field guides and discuss relevant mental health trends. Students will engage in supervised direct-client contact experiences within the local community.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN- 5041: MC Intersectionality, COUN-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5115: Counseling Theories and Practice: Pt 2, COUN-5150: Psychopathology, COUN-5160: Psychodiag & Trtmt Planning, COUN-5180: Ethics and Professional Issues

Faculty Consent Required: Y

COUN-5930: Supplemental Supervision

Students register for this course concurrently with Pre-Internship Practicum to provide weekly individual supervision during their counseling experiences either on-site (AUS Clinic) or off-site (site-based practicum/internship). Registering for this course guarantees the availability of a supervisor with appropriate credentials and time for supervision involving video-taped review of counseling sessions. The student and the individual supervisor will arrange a midterm and final meeting with the university supervisor to review student progress and goals. Corequisite: COUN592: Pre-Internship Practicum. Students are expected to repeat the course for two consecutive quarters.

Min. Credits: 0.0 **Max Credits:** 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Corequisites: COUN-5920: Pre-Intern Practicum in CMHC

COUN-5940: Case Management in Mental Health

Explores case management in mental health, including the history and philosophical bases of case management, its role in the delivery of mental health services and its connections to counseling and psychotherapy inclusive of the inherent therapeutic value case management may provide in a collaborative approach to treatment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5980: Internship Preparation

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. Note: This section is for CMHC students only.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-5980S: Internship Preparation

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-5981: CFT Internship Preparation

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. Note: This section is for CFT students only.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5000: Competency Assessment I

COUN-5990: Independent Study

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

COUN-6002: Internship and Case Consultation Couple And Family Therapy Quarter 1-4

Provides CFT students the opportunity to receive on-campus consultation regarding their clinical work at internship sites serving the mental health needs of individuals, children, groups, couples, and families. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as case conceptualization, individual and/or family assessment, integration of theory and

practice, and ethical and professional issues. There is a fee each quarter for liability insurance. Students must register for this course during their first 4 quarters of internship.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5020: Competency Assessment III

Program Approval Required: Y

COUN-6003: Clinical Mental Health Counseling Internship and Case Consultation Quarter 1-4

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality, COUN-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5105: Counseling Theories and Practice: Pt 1, COUN-5231: Human Grwth & Development Acrss Lifesp, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Survey of Addictions, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Cns

COUN-6004: Internship and Case Consultation Couple and Family Therapy Quarter 5

Provides CFT students the opportunity to receive on-campus consultation regarding their clinical work at internship sites serving the mental health needs of individuals, children, groups, couples, and families. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as case conceptualization, individual and/or family assessment, integration of theory and practice, and ethical and professional issues. There is a fee each quarter for liability insurance. Students must register for this course if they are enrolled in their 5th quarter of internship.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-6002: Qtr 1-4 Intern Case Cons, COUN-5020: Competency Assessment III

Program Approval Required: Y

COUN-6005: Clinical Mental Health Counseling Internship and Case Consultation Quarter 5+

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality, COUN-5042: MC Cultivating: Self Awareness, COUN-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5105: Counseling Theories and Practice: Pt 1, COUN-5231: Human Grwth & Development Acrss Lifesp, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400:

Advanced Theories, Varying Titles, COUN-5270:
Career Development and Counseling, COUN-5290:
Survey of Addictions, COUN-5500: Research
Methods: Intro to Research, COUN-5520:
Assessment: Tests & Measurements, COUN-5600:
Trauma, Disaster Response & Crisis Cns
Program Approval Required: Y

COUN-6006: Internship and Case Consultation Couple and Family Therapy Quarter 6+

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families - usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-6002: Qtr 1-4 Intern Case Cons, COUN-6004: Qtr 5 Intern Case Cons, COUN-5020: Competency Assessment III

Program Approval Required: Y

COUN-6007: Clinical Mental Health Counseling Intern Ship and Case Consultation Quarter 6+

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct

client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUN-5030: Family of Origin Systems or COUN-5041: MC Intersectionality, COUN-5040: Multicultural Perspectives or COUN-5042: MC Cultivating: Self Awareness, COUN-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5105: Counseling Theories and Practice: Pt 1, COUN-5231: Human Growth & Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6400: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Survey of Addictions, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Cns

Program Approval Required: Y

COUN-6008: Internship and Case Consultation Couple and Family Therapy

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families - usually over five

quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Classroom

Prerequisites: COUN-5231: Human Growth & Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6380: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Addictions & Substance Abuse, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Cns

Program Approval Required: Y

COUN-6009: Clinical Mental Health Counseling Internship and Case Consultation

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case

Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

Prerequisites: COUN-5231: Human Growth & Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6380: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Addictions & Substance Abuse, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Cns

Program Approval Required: Y

COUN-6010: Domestic and International Field Study Internship

The purpose of this course is to expose students to the mental health and social justice concerns that impact the host community and culture. Students will have an immersion based experience in the local community through readings, lectures, experiential activities, and exposure to local practice and customs. Students will explore issues related to systemic challenges and/or crises within the community, and may provide culturally appropriate service projects. Students will learn from their field guides and discuss relevant mental health trends. Students will engage in supervised direct-client contact experiences within the local community.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Field Study

Prerequisites: COUN-5231: Human Growth &

Development Across Lifespan, COUN-5050: Systems Perspectives in Family Therapy, COUN-6300-6380: Advanced Theories, Varying Titles, COUN-5270: Career Development and Counseling, COUN-5290: Addictions & Substance Abuse, COUN-5500: Research Methods: Intro to Research, COUN-5520: Assessment: Tests & Measurements, COUN-5600: Trauma, Disaster Response & Crisis Cns

COUN-6030: Group Counseling

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles. Students will begin to observe and understand group process on a variety of levels. The course will give students the opportunity to practice group facilitation and will prepare them to work in various types of groups, with a focus on therapeutic process groups. The course will include presentations, discussions, practice and experiential learning in a group culture. CMHC Residency is a week long face to face experiential component that supplements the course if taken online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6032: Professional Orientation & Ethics

This course focuses on professional orientation and ethical practice in counseling. Students will be introduced to the counseling profession through extensive review of the American Counseling Association's (ACA) Code of Ethics and licensure laws for the state in which they plan to practice. Students will understand the benefits of professional membership in counseling organizations (e.g., ACA and its divisions). Legal issues in counseling and the role of social justice and advocacy as they apply to ethics and the law will be introduced.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6040: Introduction to School Counseling

This course will serve as a foundation for the school counseling specialty area providing an overview of the state of the school counseling profession including a critical study of the conceptual framework in the field, guiding principles, roles, and functions of school counselors, ethical considerations in school counseling, prevention and intervention strategies, and program development and evaluation. Students will also be challenged to reflect on social justice and advocacy in schools and their role as change agents and advocates for historically marginalized communities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-6042: Program Development and Evaluation in Schools

This course will focus on the development, delivery, and evaluation of a comprehensive school counseling program. Discussion of the importance of data in school counseling and the challenges it represents will be included. Conversations with counselors in the field and discussion of their practices in managing and assessing their comprehensive school counseling programs will be integrated.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-6044: Collaboration and Consultation in Schools and Communities

Collaboration and consultation are fundamental to the success of a comprehensive school counseling program. Therefore, knowledge and skills in these areas are critical for the development of school counselors in training. This course focus on the process of building equitable collaborations and the role of school counselors in accomplishing that goal. The roles of leader and consultant will also be explored through a social justice lens.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-6046: Counseling Children and Adolescents Schools and Communities

This course will guide students in developing an understanding of the unique aspects of mental health in children and adolescents. Students will learn theories, skills, and advocacy approaches that are specific to working with this population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-6062: Social and Cultural Diversity

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as counselors. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse groups. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group and family

counselors with diverse populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6062Q: Social/Cultural Diversity

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as counselors. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse groups. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group and family counselors with diverse populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6100: Psychopharmacology

An overview of psychopharmacology for nonmedical counseling or psychology students. Students explore the uses of medication for mental disorders from a holistic perspective. Course material is presented within the whole picture of treatment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5150: Psychopathology

COUN-6102: Creative Approaches to Trauma-Informed Practice

This course introduces and explores a range of creative arts modalities as treatment approaches to clinical mental health counseling specific to the experience of trauma. An in-depth understanding of creative modalities as applied to current clinical practice contexts and populations is provided. There is an emphasis on case conceptualization and the formulation of treatment plans and interventions. Students will engage in experiential education through engagement with a semester long creative journaling process. Creative Arts Approaches include art therapy, music therapy, dance/movement therapy, drama therapy, play therapy, integrated mind-body treatment and/or others to be determined.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6120: Clinical Treatment of Children

Provides an overview of clinical techniques in the treatment of children from early childhood to puberty. Topics include: play therapy, parent education, family therapy, collateral parties, transference/ counter-transference, use of expressive mediums, discussion of diagnostic issues and medication use.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6122: Addictions Counseling

This course serves as a basic introduction to the dynamics of substance use and addiction. The class will examine the personal, social and cultural attitudes and stereotypes that are often associated with substance use and addictive disorders, including the current models of treatment. Students will explore theories of etiology of addiction and the continuum from substance use through addiction and finally recovery. Assessment, intervention, treatment

planning and continuing care planning will be discussed. A discussion of the role of "self-help" programs will be included. The connection between substance use disorders and other physical and mental health issues will be explored.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6130: Clinical Treatment of Adolescents

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6132: Process Addictions

This course will provide a basic understanding of addiction and behavioral health, screening and assessment tools, and evidence-based treatment for behavioral/process addictions. The course will provide students with an overview of behavioral/process addictions and compulsive disorders, diagnostic features and screening/assessment tools, explore current theories regarding etiology, current treatment models and counseling approaches, cross-addictions, and special topics related to working with persons struggling with behavioral/process addictions (i.e. multicultural competency, LGBTQI issues, special populations).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6140: Clinical Treatment of Older Adults and F

Introduces concepts related to human development, assessment and treatment of older adults. Emphasis given to selected subtopics such as: myths about growing older, cultural aspects of aging, contemporary social trends - such as children being raised by their grandparents instead of their parents - and other topics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6142: Social Justice and Advocacy in Addiction Counseling

This course will provide a basic understanding of the theories and relevant issues within social justice advocacy and the field of addictions. The course will provide an overview of social justice theory, an in-depth history and exploration of drug law and policy, and will explore specific theoretical approaches when working with special populations within the addictions field (e.g., multicultural, LGBTQ+, women, etc.) Additionally, students will explore evidence-based practices, MAT options, and other relevant treatment options within this field. Students in this class will be expected to participate in self exploration and will ultimately develop a social advocacy plan.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6160: Treating Internalized Oppression

The purpose of this course is to facilitate the development of competencies in understanding and applying a therapeutic model that focuses on the manner in which social oppression and its internalization impact the clinical issues presented by

clients in therapy. Particular emphasis will be placed on enhancing course participants' abilities to apply this understanding to clinical settings. Note: Due to the highly sensitive nature of the course content and teaching/learning dynamics, it is imperative that students who take this course be adequately prepared for its academic and emotional rigors. A meeting with the course instructor prior to acceptance into the course is intended to result in a collaborative decision about the student's readiness. Should there be any question, the student's advisor will be consulted as an addendum to the collaborative process.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: MC Cultivating Self-Awareness

COUN-6240: Adventure-Based Counseling

Introduction to a spectrum of therapeutic uses of outdoor experiences, ranging from vision quests to challenge/survival programs. Students have an opportunity to pursue special topics of interest as well as to participate in planning and facilitation of scheduled field experiences. Please clear any health concerns with instructor before registering. Prior experience in outdoor activities not required, but students must be able to hike several miles with a backpack and be able to participate in ropes course activities. Group gear for trips is provided. Students are responsible for their own personal gear, a share of food and transportation costs and ropes course fees.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5060: Communication & Counseling Skills

COUN-6262: Intgr App Addic Coun

This course is designed to prepare students for work with clients who present with substance abuse or other addictive disorders. Students will address the process of change that occurs in the range of substance use issues from abuse to addiction and recovery. The course focuses on the development of skills in motivational interviewing, harm reduction and cognitive behavioral approaches to substance abuse and pays special attention to short term interventions and treatments.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6280: Gottman Couples Therapy: Level I

This 1-credit course is designed for students to review and complete the Level 1 Gottman Method Couples Therapy Training. Through training manuals, video, class discussion, and participation, students will learn about integrating Gottman Method Couples Therapy into their clinical work. Clinical Training will give students insights into treatment for couples who struggle, using research-based assessments and effective interventions based on the Sound Relationship House Theory. Completion of the course will allow students to register and designate themselves as Trained Clinicians in Gottman Method Level 1.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6281: Gottman Couples Therapy: Level II

This 2-credit course is designed for students to review and complete the Level 2 Gottman Method Couples Therapy Training. This course will help students integrate and internalize the Gottman

Method Couples therapy and expand upon assessments and interventions taught in Level 1. This course will use training manuals, video-recording, class discussion, and participation to increase competency in Gottman Method treatment for couples experiencing conflict management and implement repair techniques. Completion of the course will allow students to register and designate themselves as Trained Clinicians in Gottman Method Level 2.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-6280: Gottman Couples Ther Lv1

COUN-6290: Experiential Modalities in Counseling Children & Adolescents

This course explores contemporary and seminal issues related to theoretical understanding, clinical assessment, and treatment issues using experiential modalities in counseling with children and adolescents. This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally appropriate strategies and techniques to meet the needs of counseling children and adolescents. An emphasis is placed upon multicultural competency and the ethical application of clinical technique.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5030: Family of Origin or COUN-5042: MC Cultivating Self-Awareness, COUN-5060: Commun & Counseling Skills

COUN-6300: Advanced Theories: Existential

Explores the emergence of existential practice from its roots in existential philosophy. Although the focus of study is on this phenomenological approach to research and therapy, it also can apply to fields such as education and organizational theory.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5115: Counseling Theories & Practice: Part 2

COUN-6301: Domestic and International Field Study Advanced Theories

The purpose of this course is to expose students to the mental health and social justice concerns that impact the host community and culture. Students will have an immersion based experience in the local community through readings, lectures, experiential activities, and exposure to local practice and customs. Students will explore issues related to systemic challenges and/or crises within the community, and may provide culturally appropriate service projects. Students will learn from their field guides and discuss relevant mental health trends. Students will engage in supervised direct-client contact experiences within the local community. Students will learn the cultural and ethnic considerations to provide culturally relevant assessment with the population that enhances their ability to apply their knowledge.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom,Field Study

Prerequisites: COUN-5115: Counseling Theories and Practice: Pt 2

COUN-6310: Advanced Theories: Brief Therapies

Provides an introduction to the theory and practice of brief psychotherapies. Focuses on cognitive, narrative

and solution-focused approaches. Includes consideration of clinical issues that arise in today's often time-limited clinical settings, such as the evidence-based treatment movement and working within managed care.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: Take COUN-5105: Counseling Theories & Prac I before this course.

COUN-6320: Advanced Theories: Jungian

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology on counselors' attitudes and values in working with clients. Introduces the use of typology in understanding personality; the role of imagination, symbols and creative process; and the application of dream analysis in therapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories & Practice: Part I

COUN-6330: Advanced Theories Introduction to Buddhist Psychology

Students discuss primary Buddhist ideas and explore their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs and peace of mind with their inner lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5115: Counseling Theories & Prac II

COUN-6340: Advanced Theories: Gestalt

Gestalt therapy is a phenomenological/ existential therapy founded by Frederick and Laura Perls. Students explore gestalt concepts through lecture, reading, discussions, video and live demonstrations. Students have the opportunity to try out the techniques of this approach, including awareness, the dialogue or empty chair, staying with feelings, the experiment and others.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories and Practice: Pt 1

COUN-6350: Adv T: Somatic Theory & Oppression

This course considers the intersections of somatic theory and social justice. Students will examine the current theories of somatic psychotherapy including essential concepts, techniques, and applications. A somatic focus will be utilized to integrate the impacts of oppression on the body. Students will understand the ways in which we receive oppression through the body, how this affects the relationship with the body, and how this affects the counseling identity. This course will provide a foundation for a holistic perspective that will inform case conceptualization, the development of treatment plans, and clinical skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

COUN-6360: Advanced Theories Cognitive Behavior Therapy

Cognitive behavior therapy (CBT) is especially useful for beginning therapists because it provides clear, specific strategies and a well-defined structure

that can be flexibly modified as one gains experience. CBT emphasizes the development of a cooperative therapeutic relationship. Special attention is given to the practice of CBT in a gender-sensitive and culturally responsive manner.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Theories & Practice of Coun Part I

COUN-6380: Adv. Theories: Adlerian Therapy

This provides an advanced understanding of Adlerian Psychology theory and application of the theory to the practice of psychotherapy, couple and family therapy, and parent education. Adlerian Psychology provides a comprehensive foundation for the counselor and therapist that is relevant, radical, practical and hopeful. It consequently lends itself to creative integration with contemporary models and methods. The course includes lecture, discussion, experiential exercises, case illustrations and video demonstrations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories & Practice Part I

COUN-6400: Adv. Theory: Attachment Theory

Overview of John Bowlby's developmental theory of attachment, emphasizing its implications for a model of psychotherapy as transformation through relationship. Students explore the contributions of Ainsworth and Main to the development of attachment theory and are introduced to the four primary states of mind in regards to attachment. They also study the long-term effects of infant attachment patterns on personality development and subsequent

relationships throughout the lifespan.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories and Practice: Part One

COUN-6420: Advanced Theories: Developmental Transfo

In this course, which requires no previous experience with embodied forms of therapy, we will explore Developmental Transformations (DvT), a drama therapy practice in which therapist and client(s) play together, their improvised interactions, structured by the therapist, incorporating movements, sounds, pretend objects, and roles in theatrical scenes.

Integrating experiential exercises and discussions of theory in each class meeting, we will examine how the real and the imaginary are titrated in a DvT session, generating a containing playspace and preventing harm. Emphasizing the effectiveness of DvT in reducing the deleterious effects of stress and trauma, we will explore how DvT helps clients of all ages lower their anxiety about the instability of life and increase their capacities to discover possibilities and actualize the potentials that they most value.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5105: Counseling Theories and Practice: Pt 1

COUN-6422: Couple and Family Counseling

This course will examine the historical development, theoretical underpinnings, and clinical foundation of family therapy. Communications theory and systems theory will be introduced and connected to several models of family therapy, including Bowen Family Systems, Structural Family Therapy, and Strategic Family Therapy. Particular attention will be given to

the application of clinical models to clinical practice. The feminist critique of family therapy will be introduced and students' will be encouraged to critically examine the clinical models and larger systemic framework from a social justice perspective.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6522: Outdoor, Nature-Based & Adventure Counseling

This course is designed as an overview and introduction to the theory and practice of adventure-based counseling, experiential, and nature-based counseling interventions. Students will learn about the counseling applications utilizing adventure-based and nature-based methodology through a combination of experiential learning, scholarly research, and clinical application components. In addition to the experiential nature of the class, students will be expected to research a relevant selected topic in more depth and engage in an applied project. (For example, students may research the efficacy of adventure-based counseling modalities in treatment of with adolescents diagnosed with Anxiety Disorders and visit a program that works with that clinical population.) The modalities explored include experiential learning pedagogy in group settings and, thus, students are required to participate in two experiential projects to gain a solid practical knowledge of group dynamics, group development, and group leadership styles. Students will learn to systematically debrief experiences to help clients develop pro-social behaviors and achieve personal growth and behavior change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6532: Counseling Military Personnel and Veterans

This course provides an overview of counseling military personnel, veterans, and their families. The course is an introductory framework and will explore military culture(s) to include foundational knowledge about rank structures, ethos, and working within a military paradigm. In addition, the course will give students information about the unique challenges military families encounter to include separation, academic/professional issues for children and partners, and relocations. Further, the course will help students better understand common mental health issues related to trauma, traumatic brain injuries, and substance use. Students will also gain knowledge related to working with both active duty personnel as well as with reservists. Lastly, the course is aimed at developing a solid understanding of the types of work environments in which counselors may work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6600: Integrating Challenges in Psychospiritual Work

Focuses on potential challenges that can arise in the course of doing spiritually-integrated psychotherapy as well as in the spiritual journey itself. Consideration will be given to working with religious diversity and ethical issues in psychospiritual counseling.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6620: Spirituality, Religion, and Atheism in Counseling

Explores questions that are central to understanding the rich and complex interplay of counseling and spirituality, and focuses on general approaches to spiritually-integrated counseling.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-6650: Person of the Therapist III Utilization of Self

Students will focus on Joining, Building Rapport, the Intentional Use of Self through the Person of the Therapist philosophy, acknowledging and addressing Multicultural Issues as well as the control of Countertransference through the management of their Signature Themes.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5030: Family of Origin

Program Approval Required: Y

COUN-6662: Family Couns Approach Addictions Treatmt

This course will provide an understanding of the structure and dynamics of marriage and other committed relationships, and families, and look at a variety of systemic interventions including structural, strategic, and Bowenian approaches. Special attention will be given to understanding of and intervention with shame based family systems including families with addictions, domestic violence and other family problems which require broad based as well as dynamic interventions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6700: Attunement Skills in Multicultural Couns

Drawing upon the insights of interpersonal neurobiology, this course will assist students to develop clinical skills when working with clients in multicultural contexts. Clinical tests, personal

memoirs, class lectures and discussions will assist students in developing a greater understanding of the use of interpersonal attunement and clinical intuition in therapy. Practice counseling sessions, fishbowls, clinical demonstrations and personal awareness exercises serve as vehicles for the development of attunement skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-6160: Internalized Oppression

COUN-6710: Multicultural Counseling Advanced Seminar

Designed for Multicultural Counseling Concentration students, the seminar provides advanced discussions, support, supervision, and skill acquisition associated with the complex issues of oppression, culture, and diversity confronted by clients, families, and communities. Students will also be provided guidance in developing and implementing Advocacy Projects addressing community oppression, barriers, and/or issues related to increasing personal agency, equity, and social justice. May be repeated for a maximum of 3 credits.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: COUN-5040: Multicultural Perspectives or COUN-5042: MC Cultivating Self-Awareness

COUN-6752: Crisis Counseling Interventions

This course will provide an overview to the theory and practice of crisis intervention and trauma responses. A variety of crisis and disaster situations and appropriate trauma responses will be examined as well as the roles and responsibilities of clinical mental health counselors in providing appropriate interventions in both individual and group settings.

Students will be exposed to a variety of counseling treatment modalities with the objective of helping them to develop an integrated approach to a range of trauma responses.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6800: Sexual Attitude Reassessment (SAR)

The purpose of this course is to expose clinicians to a variety of sexual attitudes, behaviors, expressions and lifestyles with the intent of evaluating one's own biases and possible countertransference with clients and their sexuality. The SAR is a basic requirement for anyone wishing to complete certification as a sex therapist, counselor or educator. People who take a SAR generally emerge with new self-knowledge about their own sexuality and an understanding of the diversity in human sexuality.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

COUN-6801: Sexual Attitude Reassessment (SAR)

The purpose of this course is to expose clinicians to a variety of sexual attitudes, behaviors, expressions and lifestyles with the intent of evaluating one's own biases and possible countertransference with clients and their sexuality. The SAR is a basic requirement for anyone wishing to complete certification as a sex therapist, counselor or educator. People who take a SAR generally emerge with new self-knowledge about their own sexuality and an understanding of the diversity in human sexuality.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

COUN-6801S: Sexual Attitude Reassessment (SAR)

The purpose of this course is to expose clinicians to a variety of sexual attitudes, behaviors, expressions and lifestyles with the intent of evaluating one's own biases and possible countertransference with clients and their sexuality. The SAR is a basic requirement for anyone wishing to complete certification as a sex therapist, counselor or educator. People who take a SAR generally emerge with new self-knowledge about their own sexuality and an understanding of the diversity in human sexuality.

Min. Credits: 1.5

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

COUN-6805: Sex Therapy in Abusive Systems

The purpose of this course is to understand the intersection of adverse sexual experiences, sexual shame, and abuse from a systemic lens. This course will focus on research around shame and trauma to explore how client experiences of sexual abuse, exploitation, harassment, assault, substance abuse, out-of-control sexual behavior, and non-consent can impact their subsequent development and functioning. Students will gain a multi-systemic understanding of the prevalence of abusive mechanisms in the client's experience of their sexual stories. This course will adapt sex positive, non-shaming treatment approaches to working with these populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

COUN-6805S: Sex Therapy in Abusive Systems

The purpose of this course is to understand the intersection of adverse sexual experiences, sexual shame, and abuse from a systemic lens. This course will focus on research around shame and trauma to explore how client experiences of sexual abuse, exploitation, harassment, assault, substance abuse, out-of-control sexual behavior, and non-consent can impact their subsequent development and functioning. Students will gain a multi-systemic understanding of the prevalence of abusive mechanisms in the client's experience of their sexual stories. This course will adapt sex positive, non-shaming treatment approaches to working with these populations.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

COUN-6810: Advanced Theory and Practice in Sex Therapy

The purpose of this course is to prepare students for clinical treatment in Sex Therapy. This advanced course will focus on working through complex case scenarios using live cases from internship or through role-play. Students will develop a complete case conceptualization and demonstrate therapeutic technique gained through their pre-requisite courses in the Sex Therapy Certificate. Within this developmental learning context, students will receive individualized feedback and instruction regarding clinical issues specific to sex therapy including sexual history assessments, treatment planning along the PLISSIT model, integration of systemic principles and theory, exploration of countertransference and consideration of ethics and collaborative care.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5242: Fundamentals of Sex Therapy

COUN-6810S: Advanced Theory and Practice in Sex Therapy

The purpose of this course is to prepare students for clinical treatment in Sex Therapy. This advanced course will focus on working through complex case scenarios using live cases from internship or through role-play. Students will develop a complete case conceptualization and demonstrate therapeutic technique gained through their pre-requisite courses in the Sex Therapy Certificate. Within this developmental learning context, students will receive individualized feedback and instruction regarding clinical issues specific to sex therapy including sexual history assessments, treatment planning along the PLISSIT model, integration of systemic principles and theory, exploration of countertransference and consideration of ethics and collaborative care.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

COUN-6900: SIS - Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

COUN-6901: SIS-Diagnosis & Treatment

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

COUN-6902: Research and Evaluation in Counseling

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT, DMT and CMHC. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically.

MFT/DMT/CMHC students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

COUN-6903: SIS-Human Development and Diversity

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

COUN-6904: SIS-Research & Evaluation

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

COUN-6905: SIS-Group/Soc Sys

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England
Method(s): Independent Study

COUN-6906: SIS-Ind Assmt/Interven

Min. Credits: 1.0 **Max Credits:** 6.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Independent Study

COUN-6907: SIS-Supervised Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Independent Study

COUN-6940: CMHC Capstone Seminar

The Antioch University Clinical Mental Health Counseling program's Capstone Project is a culmination and synthesis of the student's knowledge, experience, skills, and growth during the three year educational and clinical process and serves as a transition from the role of student to that of professional. Within a community of practice model, students will select a topic relevant to their current and anticipated clinical area of practice. The student will focus on Clinical Practice, Research, or Advocacy, with seminar leaders dedicated to each of these areas. Over the course of the semester, students will work under the mentorship of program faculty to develop a capstone focus, engage in a scholarly review of the current literature, apply the knowledge through an individualized application project (integrating the content and clinical expertise through a lens of social justice), and develop a portfolio demonstrating competency in an integration of content, experience, and their personal counselor identity. The seminar- style course will provide students with the faculty guidance and peer support to develop an individualized project fusing their course-based and clinical learning, academic

research, and field experience into a finished portfolio work that they will present in a formal symposium prior to program graduation.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

COUN-6960: CMHC Practicum

The CMHC Practicum is the student's first clinical experience in the field. This course is comprised of both field work with clinical supervision at an approved site, as well as supervision and learning in a classroom setting. Students must complete a minimum of 100 hours at their approved site, with a minimum of 40 hours of that time spent providing direct service to clients. The classroom / courseroom small group supervision focuses on the student's personal and professional growth, development of skills, behaviors, and attitudes of a professional counselor, as well as the role of a counselor-in-training. Further specific guidelines for site work are provided in the CMHC Clinical Training Manual.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Clinical Training, Online (asynchronous)

COUN-6960X: Practicum Continuation CMHC

This Continuation course is for students who have previously registered for their Practicum, but have not finished their hours and need to continue into the next term at their site.

Min. Credits: 0.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Clinical Training

COUN-6990: CMHC Internship

This course is designed for students to meet the CACREP standards requirements for the completion of a supervised internship experience. The CMHC internship is the continuation of the student's field experience in the counseling profession. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly group supervision with a member of the CMHC faculty. The CMHC group supervision focuses on the student's personal and professional growth, development of skills, behaviors, and attitudes of a professional counselor, as well as the role of a counselor-in-training. Further specific guidelines for site work are provided in the CMHC Field Experience Manual.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

COUN-6990X: Internship Continuation CMHC

This Continuation course is for students who have previously registered for their Internship, but have not finished their hours and need to continue into the next term at their site.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

COUN-6991: School Counseling Internship

This course is designed to meet accreditation standards for completion of a supervised internship experience. A 300-hour internship in a school setting is required for school counselors in training under supervision of qualified professionals. Students will practice their counseling skills and perform a variety of activities expected of school counselors. Their experience will include supervision in a school by an approved site supervisor and weekly group

supervision with a member of the school counseling faculty.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

COUN-7100: Research in Counselor Education

Looks at the kinds of research being done in the field of counseling with special attention to the array of professional journals in counseling, how to read and critique research in the field and understanding strategies for publishing in counseling journals.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7120: Research Methodology: Quantitative

Focuses on the range of quantitative research methodologies used within the counseling profession, including both bivariate and multivariate statistics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7140: Research Method: Qualitative

Focuses on the range of qualitative research methodologies used within the counseling profession, including grounded theory, case study, narrative, phenomenology, and ethnography.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7180: Program Development and Evaluation

A comprehensive overview of program evaluation. Included in the overview are qualitative and quantitative approaches, data collection procedures, data analysis, and planning and managing evaluation for maximum effectiveness.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7200: Advanced Clinical Counseling Theories

Studies major theories and cultural discourses used by supervisors, counselors, and clients, with an emphasis on understandings of problem formation and change. Assumptions about normal behavior and pathology will be examined, and theories will be compared for their applicability to a variety of client groups, community needs, presenting problems and practice settings.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7210: Advanced Group Counseling

Study of theory and research pertaining to group leadership, composition, selection, intervention, termination, evaluation and follow-up. Students develop a written description of their group counseling approach and have concurrent supervised group counseling experiences.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7220: Advanced Trauma Counseling & Crisis Response

Study of theory and research pertaining to trauma and crisis response counseling with an emphasis on understanding the role of supervision for counselors working with trauma/crisis response clients as well as the impact of secondary trauma.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7300: Instructional Design and Adult Learning

An overview of adult learning theory as it relates to effective teaching and counselor supervision. Psychological issues and cross-cultural issues in teaching and learning will be discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7320: Counselor Education & Clinical Training

Explores the intersection between teaching and learning theories as they relate to the clinical training of counselors, most notably the use of experiential modalities that provide for observation and assessment of the skill level of counselors-in-training.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7340: Global Mental Health Issues and Professional Sustainability

Explores the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of

counselor education with an international student population. Stresses the necessity that counselor educators have a solid base of understanding of cultural interpretations of mental health/mental illness and models of treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7400: Multicultural Supervision

Invites students to explore the impact of socio-cultural factors within the supervisory relationship including understanding different theories of supervision, the supervision triad (counselor/client/supervisor) and how attention to cultural implications can enhance the supervisory experience.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7420: Advanced Counseling Supervision

Focuses on continued understanding of theories of supervision including opportunities to provide individual, culturally competent supervision to master's practicum students. Pedagogical issues in training supervisors are also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7440: Advanced Legal and Ethical Issues

Discussion of ethical and legal traditions and standards, their evolution, methods of change and applications to various professional activities. Students will be expected to address issues relevant

to supervision and counseling (e.g., confidentiality, record keeping, duty-to-warn, etc.) from multiple perspectives.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7500: Advocacy, Social Justice, and Profession

Addresses pedagogy relevant to advocacy, diversity, and social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and issues of equity such as oppression, power and privilege in counselor education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7520: Consultation and Organizational Change

Study of theories of consultation will be reviewed and related consultant roles will be presented, both for clinical and organizational entities. The course will include demonstrations of consulting techniques and development of a consultation model.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-7610: Professional Identity and Leadership Liberation and Multicultural Discourse

The purpose of this courses is to explore how a Counselor Education and Supervision identity

translates into an Inclusive Leadership model promoting multicultural competence as instructors, supervisors researchers, and social justice advocates. Students will participate in multicultural discourse from the micro (self-awareness) to the macro (liberation) across intersecting identities as well as facilitate intentional discourse experiences with master's level counseling students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

COUN-7620: Civil Enrichment, Public Policy, and Resilient Narratives

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

COUN-7980: Practicum

This course represents a two-quarter opportunity for doctoral students to hone counseling skills within triadic supervision setting. This course will also integrate supervision theory into the supervision process as recipients of supervision. A minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-7981: Practicum: Case Consultation

This course represents the case consult experience for honing counseling skills that also integrates supervision theory into the supervision process. A minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Remote

COUN-8000: Internship

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours over the minimum of one year. The 600 hours include supervised experiences in counselor education and supervision (e.g., teaching, clinical practice and/or supervision, research,). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-8001: Internship

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours over the minimum of one year. The 600 hours include supervised experiences in counselor education and supervision (e.g., teaching, clinical practice and/or supervision, research,). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. Note, this is the low-residency version of COUN-8000.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-8001: Internship

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of

600 clock hours over the minimum of one year. The 600 hours include supervised experiences in counselor education and supervision (e.g., teaching, clinical practice and/or supervision, research,). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. Note, this is the low-residency version of COUN-8000.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-8010: CES Internship Supervision

The purpose of the internship is to provide students with the opportunity to apply academic learning and skills in a practical setting. The primary focus for most internships is in teaching and supervision, and all students will complete some level of teaching and supervision as part of their internship year. However, for students who may not be looking to apply their degree in an academic setting, your internship year can be negotiated to include more time spent in providing clinical supervision, counseling, research, or leadership & advocacy. This course provides the group supervision component of the internship year.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-8011: CES Internship Supervision

The purpose of the internship is to provide students with the opportunity to apply academic learning and skills in a practical setting. The primary focus for most internships is in teaching and supervision, and all students will complete some level of teaching and supervision as part of their internship year. However, for students who may not be looking to apply their degree in an academic setting, your internship year

can be negotiated to include more time spent in providing clinical supervision, counseling, research, or leadership & advocacy. This course provides the group supervision component of the internship year. Note, this is the low-residency version of COUN-8010.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

COUN-8100: Dissertation

Doctoral students are required to complete a dissertation approved by their chair and committee. Dissertation credits are taken concurrently with the Advanced Professional Seminar and Inquiry/Advanced Creative Arts Professional Seminar and Inquiry.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

COUN-8100X: Dissertation Continuation

This course signifies not-for-credit enrollment for doctoral students engaged in the dissertation process. The course authorizes faculty advising and consultation outside of the seminar classes as well as work with dissertation chairs and committee members.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: COUN-8950: Adv Professional Sem & Inquiry

COUN-8900: Independent Study

This seminar allows for students to develop a focus on a special topic of their choosing within the counseling and counselor education profession.

Students will use the term to delve into their particular area of focus and be able to present their learning to their seminar peers and instructor.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

COUN-8910: Advanced Special Topics Seminar

This seminar allows for students to develop a focus on a special topic of their choosing within the counseling and counselor education profession.

Students will use the term to delve into their particular area of focus and be able to present their learning to their seminar peers and instructor.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

COUN-8950: Advanced Professional Seminar & Inquiry

Taken concurrently with dissertation quarters to support student's progress in the dissertation process, inclusive of identification of research area and methodology, dissertation proposal, support during data collection, and final dissertation product including defense.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Thesis / Dissertation

CRE (Conflict Resln & Engmt)

CRE-3100: Understanding Conflict in Changing

This course serves as an introduction to the field of conflict studies. It will emphasize the varieties of factors that contribute to the emergence of conflicts, including social, political, economic, cultural, international, ecological, and global stresses and challenges. It also introduces methodologies for viewing conflicts as opportunities for social and individual change and growth.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Classroom

CRE-3200: Interpersonal Conflict

This course involves the analysis of conflicts between individuals, inside of families, and within small groups and organizations due to relational dynamics between individuals. It also involves researching the social and psychological dimensions of how conflicts between individuals emerge.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

CRE-3300: Intercultural Conflict

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

CRE-3500: Identity and Conflict Analysis

This course begins with an examination of the psychological and cultural dimensions of identity formation. It also analyzes different conceptions of human development and the development of consciousness of self in relation to others. Finally, it investigates the manner in which identity plays a pivotal role in the formation of conflicts, providing ways to examine how to engage conflict in relation to identity formation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

CRE-3600: Conflict Inside of Organizations

This course entails both a structural and developmental analysis of the complexity of human organizations such as businesses, schools, universities and legal and administrative institutions. We will learn how bottom up and top down cultural and administrative factors evolve inside organizations and often lead to conflict. This course also involves an analysis of the important roles that leadership and communication play in harnessing and engaging in conflict in positive and constructive ways.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

CRE-4300: Politics, Power and Conflict

This course examines class dynamics and their relation to international politics, global trade, inequality or imbalances in distribution of resources or opportunities. It also involves an examination of symmetrical and non-symmetrical, military, political, and economic interventions, and looks at what a just use of politics and power in bringing about positive

change might look like.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

CRW (Creative Writing-MFA)

CRW-3530: Creative Writing Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

CRW-5100: Residency & Project Period I

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes required courses in Arts, Culture, and Society I and/or Arts, Culture, and Society II; participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In the first or second residency, the student attends a required orientation to the Field Study. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In one of the first two Project Periods, the student completes a required Field Study. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CRW-5101: Residency & Project Period I

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes required courses in Arts, Culture, and Society I and/or Arts, Culture, and Society II; participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In the first or second residency, the student attends a required orientation to the Field Study. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In one of the first two Project Periods, the student completes a required Field Study. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-5200: Residency & Project Period II

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes Arts, Culture, and Society II courses, participates in required writing workshops

(fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In the first or second residency, the student attends a required orientation to the Field Study. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During this residency, the student participates in a Translation seminar/workshop and attends a critical paper seminar. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In this Project Period, the student participates in an eight-week online translation course. In one of the first two Project Periods, the student completes a required Field Study. In this project period, the student completes a five-page Practice Critical Paper. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Prerequisites: CRW-5100: Res & Proj Period I

CRW-5201: Residency & Project Period II

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes Arts, Culture, and Society II courses, participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In the first or second residency, the student attends a required orientation to the Field Study. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During this residency, the student

participates in a Translation seminar/workshop and attends a critical paper seminar. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In this Project Period, the student participates in an eight-week online translation course. In one of the first two Project Periods, the student completes a required Field Study. In this project period, the student completes a five-page Practice Critical Paper. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

Prerequisites: CRW-5101: Res & Proj Period I

CRW-5300: Residency & Project Period III

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes courses in Arts, Culture, and Society II, participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). In this Project Period, the student writes a 15-page Critical Paper. In addition, the student must fulfill required submission dates as well as communicate online with the mentor

and/or participate in online activities such as group book discussions.

Min. Credits: 9.0 **Max Credits:** 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Prerequisites: CRW-5200: Res & Proj Period II

CRW-5301: Residency & Project Period III

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes courses in Arts, Culture, and Society II, participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). In this Project Period, the student writes a 15-page Critical Paper. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

Prerequisites: CRW-5201: Res & Proj Period II

CRW-5400: Residency & Project Period IV

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes courses in Arts, Culture, and Society II, participates in required writing workshops

(fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In this Project Period, the student also completes the Final Manuscript and cumulative Annotated Bibliography, and prepares a graduate seminar and a graduate reading for presentation at the next residency. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Prerequisites: CRW-5300: Res & Proj Period III

CRW-5401: Residency & Project Period IV

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes courses in Arts, Culture, and Society II, participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. During each Project Period, the student conducts independent study based on a learning plan designed with a faculty mentor. The learning plan includes a bibliography of readings and an identified number of written works in the student's genre (e.g. chapters of a novel, a specific number of poems, a number of essays). Students also complete 10 craft annotations. In this Project Period, the

student also completes the Final Manuscript and cumulative Annotated Bibliography, and prepares a graduate seminar and a graduate reading for presentation at the next residency. In addition, the student must fulfill required submission dates as well as communicate online with the mentor and/or participate in online activities such as group book discussions.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

Prerequisites: CRW-5301: Res & Proj Period III

CRW-5500: Residency & Project Period V

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes Arts, Culture, and Society II courses, participates in required writing workshops (fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In this residency, the student teaches a graduate seminar and presents a literary reading of original creative work. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. Note: If a student is a dual concentration student, the student continues in the program for one extra term, having spent three terms in the primary genre and two terms in the alternative genre.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Prerequisites: CRW-5500: Res & Proj Period IV

CRW-5501: Residency & Project Period V

During the 10-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing; takes Arts, Culture, and Society II courses, participates in required writing workshops

(fiction, creative nonfiction, poetry, young people), and attends readings by faculty and guests. In this residency, the student teaches a graduate seminar and presents a literary reading of original creative work. All students are required to attend a minimum of seven learning activities and two community activities in each residency period. Note: If a student is a dual concentration student, the student continues in the program for one extra term, having spent three terms in the primary genre and two terms in the alternative genre.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

CRW-5600: Additional Project Period Mentoring

Min. Credits: 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CRW-5601: Additional Project Period Mentoring

Min. Credits: 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-5610: Methods of Teaching Creative Writing Online

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-5620: Methods of Online Book Coaching

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-5630: Practicum in Teaching Creative Writing

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-5799: Final Residency

During the final residency, each graduating student delivers a 15-minute public reading of their creative work and a 20-minute presentation related to work that has been completed in the program.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

CRW-6000: Certificate in the Teaching of Creative Writing

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CRW-6000A: Certificate in the Teaching of Creative Writing

This is part one of the two term version of the Certificate in the Teaching of Creative Writing.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CRW-6000B: Certificate in the Teaching of Creative Writing

This is part two of the two term version of the Certificate in the Teaching of Creative Writing.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

CRW-6210: Methods of Teaching Creative Writing Online

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

CSC (Computer Science)

CSC-2510: Independent Study: Computer Science

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

DC (Dissertation Continuation SB)

DC-7000: Dissertation Continuation

This is a Status, not a Course

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Thesis / Dissertation

DMT (Dance/Movement Therapy)

DMT-5010: Psychomotor Assessment of Adults

This course will provide students with a review of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with adult populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a continued focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of adults, for individuals and groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-5010Q: Psychomotor Assessment of Adults

This course will provide students with a review of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with adult populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing

and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a continued focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of adults, for individuals and groups.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-5020: Psychomotor Assess Chld

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for individuals and groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-5020Q: Psychomotor Assess Chld

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for individuals and groups.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-5170: Human Development and Lifespan Systems

This course provides a critical overview of human development throughout the lifespan. The dominant Eurocentric and global perspectives are explicated with consideration to family and sociocultural contexts. The individual and family life cycles will be viewed as mutually interactive processes that are also affected by such factors as neurobiology, genetics, gender, race, class, ethnicity, sexuality, disability, acculturation, religion, as well as addiction, trauma, resiliency and wellness. The development of the individual through a systems perspective will be traced chronologically through major theoretical approaches and concepts as well as from a counseling lens. Emphasis on intersectionality and a critical analysis of application of theory will be applied and inform how development is viewed ethically when

serving diverse groups, including minority and cultural groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-5700: Research and Evaluation in Systemic and Creative Arts Therapies

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically. Students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

DMT-5700Q: Research and Evaluation in Systemic And Creative Arts Therapies

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT, DMT and CMHC. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and

the work of others more critically.

MFT/DMT/CMHC students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-5800: Foundational Theories of Creative Arts Therapies

This course focuses on the clinical use of creativity and imagination through the arts (body-movement, drama, art, poetry, journaling, music, sound and sand play) for assessment, counseling and transformation. Individual and group work with diverse developmental and diagnostic populations will be addressed. Multiple theoretical frameworks are woven together and applied through an actively experiential approach.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6002: DMT/CFT Identity, Law, and Ethics

This course will focus on professional orientation and ethical practice in marriage and family therapy. Students will be introduced to the MFT profession through the examination of licensure and credentialing standards, and professional organizations. Additionally, students will understand ethical practice using the American Association for Marriage and Family Therapy's Code of Ethics. Legal issues in MFT and the role of advocacy and social justice as they apply to ethics and the law will be understood.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

DMT-6010: Psychopathology and Treatment Planning DMT Perspectives

This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-IV (V), but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram and diagnosis using the DSM-IV (V).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6010Q: Psychopathology and Treatment Planning DMT Perspectives

This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-IV (V), but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram and diagnosis using the DSM-IV (V).

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-6041: Group Work in DMT: Liberatory Practices

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles as they pertain to both counseling and dance/movement therapy groups. Students will learn to observe and understand group process on a variety of levels and in relation to different group modalities. The student will have the opportunity to practice group leadership, using core DMT and counseling skills, and apply these skills to diverse populations that reflect their particular interests. Lecture, discussion, role-playing, video, group processing and reflection papers will be used to facilitate learning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6041Q: Group Work in DMT: Liberatory Practices

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles as they pertain to both counseling and dance/movement therapy groups. Students will learn to observe and understand group process on a variety of levels and in relation to different group modalities. The student will have the opportunity to practice group leadership, using core DMT and counseling skills, and apply these skills to diverse populations that reflect their particular interests. Lecture, discussion, role-playing, video, group processing and reflection papers will be used to facilitate learning.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-6200: Social Identities, Power, and Inequities a Systemic Perspective

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as therapists. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse families and communities. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group, and family therapists with diverse populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

DMT-6200Q: Social Identities, Power, and Inequities a Systemic Perspective

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as therapists. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse families and communities. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group, and family therapists with diverse populations.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

DMT-6210: Dance/Movement Therapy & Systemic Approaches to Addictions Treatment

This course will provide a basic foundation of the etiology, assessment, diagnosis, and treatment of substance abuse and addictions through bio-psychosocial and systems models of theory and practice. Emphasis will be given to the stages of change, embodied and systemic approaches, and the personal, social, and cultural attitudes and stereotypes that are often associated with substance abuse and addictive disorders.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6220: DMT & Systemic Approaches to Crisis and Trauma

This course will present dance/movement therapy and systemic approaches for crisis intervention and trauma. The roles, responsibilities, and techniques in providing trauma-informed interventions with individuals, couples, family, groups, and community-based strategies will be highlighted. Prevention models utilizing approaches rooted in affective neuroscience relevant to the embodied impact of trauma will be of particular emphasis.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6220Q: DMT & Counseling Approaches to Crisis And Trauma

This course will present dance/movement therapy and systemic approaches for crisis intervention and trauma. The roles, responsibilities, and techniques in providing trauma-informed interventions with individuals, couples, family, groups, and community-based strategies will be highlighted. Prevention models utilizing approaches rooted in affective

neuroscience relevant to the embodied impact of trauma will be of particular emphasis.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-6410: Foundational Theories of DMT Al Origins

This course will introduce the student to the evolution of dance/movement therapy theory from its historical roots through current and progressive perspectives. Major founders, their contributions, and the impact of historical, cultural, and societal trends on the emergence of the profession will be an ongoing emphasis through both experiential and didactic methods. The course will also build a beginning understanding of the contemporary intersection of dance/movement therapy with body/mind disciplines, psychology, and neuroscience. The relationship of the student as an individual, group member, and future dance/movement therapist to the material of the course will be an ongoing, underlying theme.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6410Q: Foundational Theories of DMT

This course will introduce the student to the evolution of dance/movement therapy theory from its historical roots through current and progressive perspectives. Major founders, their contributions, and the impact of historical, cultural, and societal trends on the emergence of the profession will be an ongoing emphasis through both experiential and didactic methods. The course will also build a beginning understanding of the contemporary intersection of dance/movement therapy with body/mind disciplines, psychology, and neuroscience. The relationship of the student as an

individual, group member, and future dance/movement therapist to the material of the course will be an ongoing, underlying theme.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

DMT-6500: Advanced DMT Seminar Professional Identity

This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online
(asynchronous), Classroom

DMT-6500Q: Advanced DMT Seminar Professional Identity

This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Online (asynchronous), Classroom

DMT-6911: Practicum in DMT I Theoretical Applications

Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

DMT-6911Q: Practicum in DMT I Theoretical Applications

Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

DMT-6921: Practicum in DMT II Theoretical Applications

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On-site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

DMT-6921Q: Practicum in DMT II Theoretical Applications

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On-site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

DMT-6931: Practicum in DMT III Theoretical Applications

Practicum in Dance/Movement Therapy III is a continuation from Practicum I and II. Students will have with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to

identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

DMT-6941: Internship in DMT I

This Internship is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

DMT-6942: Internship in DMT II

Internship II is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online (asynchronous), Classroom

DMT-6951: Case Consultation/ Supervision I Applications

This clinical case consultation and supervision course is part of a 700-hour supervised 6-9-month dance/movement therapy internship in keeping with standards of the American Dance Therapy Association. The field site must be approved by the Director of Clinical Training. This course will provide an opportunity to examine clinical cases under the supervision of a Board Certified

Dance/Movement Therapist while also exploring a range of professional experiences that arise during the course of field training, including the development of self-in-role skills and advancement from student into professional.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

DMT-6952: Case Consultation/ Supervision II Applications

This clinical case consultation and supervision course is part of a 700-hour supervised 6-9-month dance/movement therapy internship in keeping with standards of the American Dance Therapy Association. The field site must be approved by the Director of Clinical Training. This course will provide an opportunity to examine clinical cases under the supervision of a Board Certified Dance/Movement Therapist while also exploring a range of professional experiences that arise during the course of field training, including the development of self-in-role skills and advancement from student into professional.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

DMT-6960X: Pract / Internship Continuation, DMT

This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

ECE (Early Childhood Education)

ECE-1050: Intro to Early Childhood Education

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals, and programs in action.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-1070: Health, Safety, Nutrition

Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-1200: Practicum in Early Childhood Education

Apply theories of best practice in an early learning setting. Focus on developing supportive relationships, while keeping children healthy, safe and learning.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-1340: Family Child Care

Learn the basics of home/family child care program management. Topics include: licensing requirements;

business management; relationship building; health, safety, & nutrition; guiding behavior; and promoting growth & development.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-1600: Curriculum Development

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-1800: Language and Literacy Development

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

ECE-5710: Intro to the Reggio-Emilia Approach-A

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

and community in the learning environment, reflection on and documentation of learning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ECE-5720: Intro to the Reggio-Emilia Approach-B

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Faculty Consent Required: Y

ECE-6250: Learning Environment As Third Teacher

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Prerequisites: ECE-5710: Intro to Reggio Emilia Approach

ECE-6350: Making Learning Visible

Learning is made visible as teachers observe students at work and then document both the process and product of their learning. The emphasis in this course is documentation of the process of learning. How do children learn? What questions do they ask? And why do they think what they think? Answering these questions and others serves as a vehicle for making young children's learning visible.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: ECE-5710: Intro to Reggio Emilia Approach

ECE-6450: The Atelier & Learning - Arts Integration

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Prerequisites: ECE-5710: Intro to Reggio Emilia Approach

ECE-6550: Comparative Approach to Early Childhood Educ

There are several approaches to working with young children that adhere to Constructivist and/or Progressive positions. This course compares and

contrasts the Reggio Emilia Approach with Montessori, Waldorf, HighScope and other early childhood programs. The history and philosophy of the approaches are an integral part of this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Prerequisites: ECE-5710: Intro to Reggio Emilia Approach

ECE-6850: Reggio Emilia Approach Final Project and Residency

There are several approaches to working with young children that adhere to Constructivist and/or Progressive positions. This course compares and contrasts the Reggio Emilia Approach with Montessori, Waldorf, HighScope and other early childhood programs. The history and philosophy of the approaches are an integral part of this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Prerequisites: ECE-5710: Intro to Reggio Emilia Approach

ECO (Ecology - BA)

ECO-3000: Ecopsychology

Ecopsychology recognizes the complex interconnection, interaction, and interdependence among living and non-living nature. It is a cross-pollination among the sciences and humanities that provides a critical and necessary understanding that the well-being, the flourishing of the planet and that of the human and non-human world must include sustainable and mutually enhancing relationships. This course will emphasize relationships between personal, community, organizational, economic, social, ecological and ethical issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

ECO-3010: Environmental Justice & Advocacy

In this course, students explore fundamental environmental justice issues and effective means of advocacy. Environmental Justice is the fair treatment and meaningful involvement of all people with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Environmental justice is achieved when everyone - regardless of race, color, national origin, or income - has the same degree of protection from environmental and health hazards and equal access to the decision-making process. Students will gain awareness of environmental justice issues and examine case studies from around the world. This course satisfies the Ethics requirement.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3020: Marine Ecology

This course is designed to give students an interdisciplinary perspective of marine science focusing on organisms, ecosystems, currents, and future environmental problems our oceans face, such as ocean acidification. Organisms in the sea will be discussed, including microbes, algae, invertebrates, fishes, reptiles, birds, and mammals. The ecology of plants and animals in various marine habitats, including rocky shores, estuaries, open ocean and deep sea, will be covered. Included topics are the natural history of Santa Barbara oceanic habitats and the Channel Islands National Marine Sanctuary.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3040: Conservation Biology

Conservation biology is an interdisciplinary science that focuses on conservation of biological diversity at gene, population, species, ecosystem, landscape, and global levels. This course provides an overview of the discipline including the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

ECO-3050: Natural History of Santa Barbara

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3200: Sustainable Aid

In this class, students will explore sustainable aid initiatives globally that focus on communities, countries, and ecosystems and empower people within their habitat. Sustainable aid is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Sustainable aid can be grassroots oriented, using bottom-up approaches, involving constant conversation with aid recipients and using their feedback. Students will learn about sustainable aid in the context of collaborative, honest, realistic situations on the ground. We will focus on case studies that are mission-driven, people-oriented, marketable and scalable, well-managed and financed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3352: Introduction to Earth System Science Angeles

This course employs a systems approach to exploring the structure and function of Earth. By studying the geosphere, hydrosphere, atmosphere, and biosphere, students learn how these systems interact in the one integrated Earth system and how human impacts affect all of these systems. In addition, students are asked to apply course concepts to their local areas and own experiences and to critically consider our species' impact on the planet. Varied perspectives on course topics will be explored through in-class activities, videos, and individual research for required assignments in addition to through the course textbook. Class will meet weekly for 90 minutes online using a Zoom classroom. Students can expect to learn through reading; viewing; in-class and online discussion; in-class individual, small-group, and whole-group activities; eight online activities; three bi-weekly projects; and a final project.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

ECO-3450: Global Environmental Studies

The goal of this course is to give students an appreciation and understanding of the natural world. From the local scale to the global scale, we will use several approaches in our study of the science of ecology, and in the process, learn something of the natural history of the Santa Barbara area and the global processes important in controlling such phenomena as global warming. The course will include one mandatory all-day field trip. Satisfies Quantitative Relationship requirement

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch

Univ Seattle

Method(s): Classroom

ECO-3500: Anthrozoology

This course explores the interdisciplinary field of Anthrozoology from a psychological perspective. Anthrozoology is the study of the many different ways in which human and non-human animals relate to each other and impact each others' lives. Topics covered in this course represent an overview of current issues in Human-Animal Studies. This includes humans' relationships with pets, psychological and physiological benefits of companion animals, concern for animal rights and animal welfare, the link between cruelty to animals and violence toward humans, individual differences in people's relationships with animals, and a review of moral and ethical concerns about eating meat, wearing fur, and the use of animals for research and entertainment. In addition to the psychological perspective, this course uses historical, cultural and environmental perspectives to examine the human-other animal bond.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3760: Sustainable Business Practices

In this course students explore fundamental sustainability issues and challenges affecting new and existing businesses in today's global market. Environmental, social, ethical and cultural perspectives are addressed, and their impact on effective sustainable business management. Students reflect upon the truth about green business, carbon footprinting, green marketing, green management and finance. Students gain awareness of the potential for a paradigmatic shift in resource management, and sustainability frameworks and explore zero waste concepts. Students investigate multiple global approaches to sustainable business management and

gain a solid understanding of managing without growth and a steady state economy that lead to effective integration of social, ecological and economic realities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

ECO-3900: Ecological and Cultural Conservation

This is a short travel course for students to immerse in a new culture and habitat. Students examine numerous ecosystems and do rapid ecological assessments creating inventories of the plants and animals. Focusing on sustainability, students conduct interviews in the public and private sectors about cultural, economic and political issues. Students examine environmental sustainability modeled by the local ancient indigenous cultures. Students participate in conservation projects, including habitat restoration, organic farming, documenting each experience, videos and articles encourage ecological activism locally and globally. Topics covered on the trip: flora and fauna, ecology, geography, sustainable organic farming, conservation, religion, and indigenous traditions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

ECO-3941: Special Topics in Environmental Studies

Every quarter, a variety of one--unit seminars are offered on contemporary environmental topics. This course provides students with an opportunity to earn 1 quarter unit with a combination of class time (approximately 8 hours) and independent study or community action (approximately 22 hours). The course work includes face-to-face instruction, use of online resources, field trips or service learning

options. Students select areas of interest that may include, but not limited to, history, natural history, resources, and characteristics of the marine environment, geology, resource management and policies. Students will initially meet as a group to plan individual inquiries. Individual inquiries are supported by SAKAI resources such as journals (blogs), discussion forums and reference lists. The course enables each student to focus on a particular area of interest and then study it by reading, viewing, visiting or participating. Completed inquiries are submitted electronically using Sakai, YouTube links or other sites that enable feedback.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ECO-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

ECO-3980: ECO: Practicum/Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

ED (Education General)

ED-0010: Movement I

This course is an introduction to Movement Education techniques following the indications of Rudolf Steiner, namely Spacial Dynamics and Bothmer Gymnastics. Through these new living forms of exercise, students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric,

earthly forces and the peripheral forces.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0011: Movement II

This course builds upon the Spatial Dynamics and Bothmer Gymnastics techniques introduced in Movement I. Students will continue to explore their relationship to space through these living forms of exercise, and work to deepen their understanding of the balance between two kinds of forces: centric (earthly) forces and the peripheral forces.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0020: Singing I

This course offers an introduction to music in the Waldorf School. We will explore the nature of music from an Anthroposophical perspective, focusing on the role of singing in human development and the formation of community across time and through many cultural lenses. We will discover some of the ways that music can foster the healthy development of the child in the early grades, and weave together the class and the wider school community.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0030: Eurythmy II

This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to further acquaint the teacher with this new art and to further develop the teacher's relationship to harmonious movement arising out of the human

being. A vocabulary of eurythmy movements will be explored as well as exercises for the teacher's own self development.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0031: Eurythmy in the Workplace

The focus in this section is upon Eurythmy in the Workplace exercises and related topics. Through the work in eurythmy, instructor presentations, and discussion of related topics, a new perspective can be gained upon the dynamics of relationships within a community through the art of eurythmy.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0040: Arts to Accompany Foundations

This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, clay modeling, physiology and anatomy.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0050: Games

This course looks at child development through the lens of children's games and recreational activities. Ideas developed in this course help inform and give shape to children's games classes, main lesson movement, recreation and recess periods. This course will emphasize how to build children's social skills and physical coordination.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0060: Drawing in the Waldorf Grade School

In this course students will practice drawing as it relates to the Waldorf curriculum in grades 1-8. Attention will be given both to the students' growing comfort with drawing techniques appropriate at different developmental levels, and to how these techniques can be introduced and guided in age-appropriate ways.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

ED-0070: Enlivening Speech for the Classroom

This course will refine students' speaking skills and focus on speech exercises, poetry and storytelling. Classroom verse, stories and poetry appropriate to the curriculum will be used.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

ED-0081: Drama in a Waldorf School

This course focuses on the value and transformative power of drama in the Waldorf classroom. Themes for grades one through eight plays as well as age appropriate methods of introducing and performing plays will be included. Resources for pedagogically appropriate plays will also be provided. Students will engage in rehearsal of scenes from various plays. The course may culminate in the rehearsal and performance of a short, seasonal play.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0110: Handwork in the Waldorf School

In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual or ?will? intelligence, but also supports cognitive, and emotional intelligence as well. Students will do projects in knitting, crocheting, sewing and other handwork activities. Materials fee will apply.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0130: Readiness and Reading

This course will develop and practice active and age-appropriate strategies for the teaching of reading throughout grades 1-8 in a Waldorf school setting.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0150: Singing II

This course will build upon the work begun in Singing I. Students will continue to explore the nature of music from an Anthroposophical perspective, focusing on the role of singing in human development and the formation of community across time and through many cultural lenses. We will discuss additional ways that music can foster the healthy development of the child in the early grades and beyond, and weave together the class and the wider school community.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0190: Today's Child

This course will focus on understanding the soul-spiritual aspects of the child and on the development of practical helping gestures in exploring such issues as learning differences, emotional imbalances, attention issues, and behavioral challenges. Each theme will be approached on a developmental basis, tracing these issues from early childhood through the middle school years.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-0210: Mathematics and Movement

In this workshop students will develop and practice active strategies for the teaching of math throughout grades 1-8 in a Waldorf school setting.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-5001: Healing Practices I

This course will cover practical applications of various disciplines in the healing arts, providing participants the opportunity to deepen their understanding of a variety of practices in healing education.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-5002: Healing Practices II

Following Healing Practices I, this course will cover additional practical applications of disciplines in the healing arts, providing participants the opportunity to further deepen their understanding of various practices in healing education.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-5010: Introduction to Humane Education

This course explores the humane education principle of doing the most good and least harm (MOGO) and applies this ethic, coupled with solutionary thinking and action, to the field of education. The course looks at humanity and the world through an historical lens and offers a vision for a better future that relies on reason, compassion, and strategic-, creative-, critical- and systems-thinking to create positive solutions to problems.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-5480: Supervising the Emerging Teacher

This course is open to those supervising or mentoring student interns and first year teachers. Participants will build skills in facilitating adult learning as a tool for the continuous, reflective development of classroom practice. Topics covered will include:

building positive relationships, proving

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-5580: Education Course Continuation

This is a course continuation, students register only if instructed to do so by faculty. Credits, payment and evaluation would all be based on the initial term of registration. This course section will be graded as P/NP to indicate attendance in the final course meeting date(s).

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Faculty Consent Required: Y

ED-5610: Natural History for Early Childhood Teaching in Winter

Effective nature-based early childhood teachers are knowledgeable about young children and local natural history. This course will focus on learning the natural history of northern New England that most directly relates to being outdoors with young children. Seasonal events of winter will be explored as a model for how to discover nature's surprises at any time of year. An additional focus will be on keeping children active and warm during cold and changing weather. This course can be taken independently of, or in addition to, the fall Natural History for Early Childhood course. We'll be outside whatever the weather, so dress accordingly.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-5750: Special Topics

The "Special Topics" courses change from term to term according to student and program interests.

Details about a particular Special Topics course are found in the Syllabus each term.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ED-5900: Intrnshp Nature Preschl or Kindergarten

300 hour internship in a recommended nature pre-school or forest kindergarten. This internship is for full-time matriculated students who are candidates for early childhood certification in the Integrated Learning/Elementary and Early Childhood programs

in the Education Department. Internships sites are chosen and or approved by Education faculty.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-5910: Intrnshp Nature Preschl or Kindergarten

300 hour internship in a recommended nature pre-school or forest kindergarten. This internship is for full-time matriculated students who are candidates for early childhood certification in the Integrated Learning/Elementary and Early Childhood programs in the Education Department. Internships sites are chosen and or approved by Education faculty.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Student Teaching

ED-6100: Environmental Ethics

This course covers a wide range of environmental issues, including climate change, environmental racism, endangered species, pollution, habitat destruction, and resource depletion. The course offers a solutions-oriented approach, balancing the study of environmental problems with positive ideas for creating sustainable and restorative systems that benefit people, animals, and the Earth. The course examines how we might learn and teach about environmental issues in a manner that encourages people to approach challenges in ways that foster solutions that work for all.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6200: Animal Protection

This course covers a wide range of animal issues, including animal agriculture; experimentation; hunting, trapping and wildlife trafficking; and animals used for entertainment. The course explores different philosophies regarding the inherent rights of sentient animals to be free from exploitation and abuse and encourages students to grapple with and determine their own ethics regarding nonhuman animals. The course further examines ways in which humans, animals, and ecosystems can be protected for the good of all and helps students develop techniques for learning and teaching about complex issues in a positive manner that invites dialogue and positive solutions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6300: Human Rights

This course examines a broad range of human rights issues, including modern slavery; child and sweatshop labor; poverty; genocide; racism, sexism; and other forms of bigotry and human oppression. It also examines acts of human courage, compassion, and kindness. Coursework invites students to find in themselves and others sources of deep humaneness, both as models of human goodness and examples of how we can solve conflict without oppressing and exploiting others. Finally, the course explores links between various forms of oppression, so that students can think and act in solutionary ways, creating healthy and just systems for all people, nonhuman animals, and the environment.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6400: Culture and Change

This course explores the many ways in which cultural norms influence ideas, beliefs, and actions and explores how changemaking happens. Covering social psychology, consumerism, media, economics, and politics, this course provides a foundational overview for understanding the ways in which people are shaped by their culture. This course enables students to become aware of the influences in their own lives and to become effective at giving others the tools to think critically and creatively. By recognizing the ways in which our thoughts and behaviors are often molded by culture, students gain the ability to determine more consciously their behaviors and actions and to create positive change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6442: Humane Education Residency

This one-week humane education immersion offers an experiential, hands-on opportunity for students to observe and practice foundational activities in humane education. Participants create and deliver solutions-focused presentations, apply critical, systems, strategic, and creative thinking to a variety of issues, and co-create an in-person community of learners that supports change-making through education. Held at IHE's campus in Maine, this course also offers the opportunity to build abiding in-person relationships with fellow students. No prerequisites. Attending Humane Education Residency early in your studies is strongly encouraged.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ED-6445: Building a Solutionary Practice and Pedagogy

This course offers students the opportunity to build their own solutionary practice as humane educators, improve their capacity for solutionary thinking and action, and gain skills for educating others to be solutionaries. Students will put into practice a rigorous solutionary process based on the Solutionary Guidebook. This process includes problem identification; research; critical and systems thinking; stakeholder investigation; devising and evaluating solutions; planning; implementation; presentation; and evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6500: Race, Intersectionality, and Veganism

In this course, students explore issues of intersectionality, racism, and racial justice within the specific context of veganism. Through structured conversation as well as research, reflection, and practical application, students learn how to educate effectively and seek solutions that address overlapping systems of racial injustice and animal exploitation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6502: Creative Activism Art and Artists For Social Change

Creative Activism offers a study of literary, performance, and visual artists who focus their work on one or more facets of comprehensive humane education-human rights, animal protection, and environmental stewardship. In addition to studying solutions-focused art and artists, students will examine their own experience with the creative

process, design original and collaborative work, and practice integrating art for social change into their own lives, teaching, and/or community outreach. Educators, activists, artists, writers, visionaries, and anyone curious about creative activism will discover ways to cross the bridge from despair to action with the support of a dynamic learning community.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6503: Pronatalism and Overpopulation

The decision to have children or not is arguably one of the most important decisions we make in our lives. It is largely regarded as a personal and isolated decision and a natural rite of passage into adulthood. But how personal really is our decision to have a child? Pronatalism - a set of socio-cultural, ethno-political, religious, and patriarchal pressures that encourage, promote, or coerce reproduction - remains largely absent from our family planning discourse. Human population has doubled in the last 50 years, growing from approximately four billion in 1970 to almost eight billion currently. This is no surprise given that we are adding about one million new humans every five days. There is rising public awareness that overpopulation and rampant overconsumption are driving climate change, resource scarcity, and biodiversity loss here and abroad, yet it is a challenging issue to discuss. Together we will explore the concept and roots of pronatalism, its intersectionality with overpopulation and anthropocentrism, and its impacts on us, other humans, animals, and the environment. Participants will develop techniques for learning and teaching about these issues in a way that invites dialogue and positive solutions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

ED-6504: Just Good Food

Just Good Food explores how contemporary food systems and individual food choices relate to human, animal, and environmental social justice issues. Just Good Food focuses on the connections between food systems and issues of hunger, poverty, animal protection, climate change, healthcare, sustainability, legislative policies, and corporate interests. The course surveys a broad range of food-related issues, with the opportunity for further study in a personal area of interest. The course also highlights solutions-focused organizations, practices, and policies. Students learn to think critically about how food choices affect all living beings and the planet and gain insight into food-related politics and policy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6506: Writing for Social Change And Personal Transformation

In this course participants live like writers, thinkers, and creators of wisdom, cultivating and contemplating questions that matter. Through the medium of transformative language arts, students discover what it means to be earth-inspired, animal-inspired, and human-inspired, positioning and empowering words for personal and social change. Through an online retreat design, writers are immersed in readings, music, short films, mindfulness meditation, and experiential writing activities as a source of inspiration and a springboard for independent and/or collaborative writing projects. All genres are open for exploration. Writing circles meet online to share progress, inspirational tips, and resources.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ED-6900: SIS

This SIS (Supervised Independent Study) offers students a chance to deepen content knowledge specifically related to their program or area of interest.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ED-6900X: Internship/Practicum Continuation

Students register for Internship Continuation if they need to continue working at their Internship site in order to complete hours or contract agreement.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6903: SIS-Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ED-6905: Supervised Independent Study Spec Educ

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ED-6910: Internship-Elementary Education

The purpose of the elementary education internship is to practice full leadership and management as a classroom teacher. Interns will apply integrated learning course work and gain intensive teaching and

learning experience over an extended period of time. Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6912: Internship-Elementary Education

Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.

Min. Credits: 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6913: Waldorf School Internship

Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6915: Internship-Waldorf School

Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program

and concentration requires in order to complete its degree requirements.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6920: Internship-Early Childhood Education

The purpose of the early childhood education internship is to practice full leadership and management as a classroom teacher. Interns will apply integrated learning course work and gain intensive teaching and learning experience over an extended period of time. Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6931: Practicum-Waldorf School

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. The emphasis in the Practicum is upon self-evaluation, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6935: Public Waldorf Practicum

The purpose of the practicum is to nurture the capacities needed for leadership in and management

of an elementary classroom in a public Waldorf school. Practicum students will apply the theoretical knowledge gained through readings, observations in other classrooms, seminars and ongoing self-development in their classrooms. The emphasis in the practicum is upon self-evaluation, reflection, and articulation of experience. Observation sites require the approval of the Program Director.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6945: Practicum in Humane Education

The Humane Education Practicum is an individualized course with objectives specific to each student's goals. With the help of their faculty mentor, students develop a 150-hour project or program designed to help them practice the way in which they hope to manifest humane education in the world. The practicum can take the form of an internship, a creative project, a school or community-based program, the launching of a non-profit organization or social business, to name a few. Students are required to have taken at least 6 credits of coursework before enrolling in the practicum course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

ED-6950: Leadership Practice: Facilitative Leadership

This is a field-based practicum course in which candidates strengthen their facilitation and change leadership skills using the tools and methods of the School Reform Initiative (SRI) model for developing communities of professional practice. Working organically with school leadership and colleagues, candidates will practice and reflect on their own facilitation skills, explore the challenges inherent in facilitating the change process in their own schools,

and create and implement professional development opportunities for colleagues. Candidates will also explore the application of these skills to other areas of school leadership, including navigating social and political issues within the school and broader community, building relationships with families, and maintaining a robust and dynamic relationship with district, organizational and community partners.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6960: Leadership Practicum: Teacher Evaluation

This is a field-based practicum course in which candidates study current models for teacher evaluation and assessment. Candidates will critically evaluate the effectiveness of these models and gain direct experience with observation of teachers as one component of an effective evaluation system. Finally, candidates will work together to understand the intersection between the indicators of professional learning community in a school and educator development. In this way we can see how teacher evaluation not only serves as a process for the assessment and professional development of teachers, but also as a vehicle for the further development of important attributes of learning communities, like improved equity, shared norms and values, placing student-learning at center of the school endeavor and engaging in a cycle of inquiry that enhances self-reflection and educator development.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6970: Professional Practice Seminar

This seminar covers issues arising from working in schools and professional settings, providing a support group for the trials and tribulations of the beginning teacher. Topics covered include disciplines classroom

management, designing classroom space, parent-teacher relationships, the politics of public schooling, appropriate physical education programs, uses of educational media and developing a teaching portfolio.

Min. Credits: 0.0 **Max Credits:** 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ED-6975: Public Waldorf Internship

The purpose of the internship is to nurture the capacities needed for leadership in and management of an elementary classroom in a public Waldorf school. Interns will apply and integrate the theoretical knowledge gained through readings, seminars and ongoing self-development with their practical experience as teachers. The emphasis in the internship is upon self-evaluation, reflection, and articulation of experience. Internship sites require the approval of the Program Director.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6980: Internship-Special Education

The purpose of the special education internship is to engage students in special education processes outlined in the Individuals with Disabilities Education Act and implemented in public schools and alternative education settings. Internships are available in a variety of public schools and alternative settings. Please see program requirements for how many semesters and credits each specific teaching certificate requires in order to complete its degree requirements.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ED-6985: Humane Education Capstone

This culminating course in humane education is a supported individualized course through which students develop and present in a public forum a synthesis of their learning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ED-6990: Master's Project

The Master's Project provides a pathway for students in both the Waldorf Teacher Education Program and Transdisciplinary Studies in Healing Education to earn a Master's Degree in Education. Typically requiring three semesters for completion, the Master's Project involves an original research project. For those students who choose the Thesis Option, the project culminates in a formal academic paper. For those students who choose the Capstone Option, a more limited academic paper supports creative and interactive alternatives for sharing the results of original research. Both options are outlined in the Master's Project Handbook. The Thesis Option should be the option of choice for those students planning to enroll in Antioch University's EdD Program.

Min. Credits: 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ED-6999: Master's Project Continuation

Students who have completed coursework must register for a Master's Project continuation every semester until the project has been completed and signed off by the Master's Project reader. Enrollment in Master's Project continuation confers half-time status for Financial Aid and loan deferment purposes through the end of the term.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

EDC (Educ Curric/Instruction)

EDC-5020: Leading Inclusion Building Bridges

One of the first and often discouraging realities for new educators can be the disconnection they observe between schools' stated values and daily practices. In particular, inclusion, whether stated explicitly or indirectly in statements relating to diversity or difference, is usually part of a school's vision and goals. However, most schools still have two separate systems - general education and special education - and attempts at collaboration between the two are often inauthentic or unsuccessful. In this course we will examine this phenomenon and consider the contributions that teachers can make towards inclusion in their schools. A primary objective of this course is to provide students with a framework for their participation in the Integrated Education program. Emphasis will be placed on identifying the assumptions, beliefs, and practices that maintain segregated educational systems and on developing the ability to see how connections can be made to integrate the two systems. Students will be asked to broaden their perspectives and to note how what they are learning in their courses applies to, or can be adapted to meet the needs of, an inclusive elementary classroom. In the transformation of school structures, teachers who build connections toward inclusion are change agents; in this course, students will develop their skills in the subtle yet challenging art of leading change.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5030.NE: Natural History for Early Childhood

Effective nature-based early childhood teachers are knowledgeable about young children and local natural history. This course will focus on learning the natural history of northern New England that most directly relates to being outdoors with children. Wildflowers, fungi, bugs and tadpoles are some of the topics considered, along with nature art, tracking, wild edibles, and using children's literature as a vehicle to nature exploration. Seasonal events of autumn will serve as a model for how to discover nature's surprises at any time of year. We'll be outside regardless of the weather, and discuss ways to keep children engaged under cold and/or wet conditions.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5030.SB: Natural History for Early Childhood

The best nature-based early childhood teachers are knowledgeable about early childhood and local natural history. This course will focus on the natural history of the Central California Coast that most directly relates to being outdoors with children. Participants will learn about the flora, fauna and natural phenomena that intrigue young children. We'll also consider how tracking, gathering wild edibles, crafting and telling stories can encourage exploration. We'll discuss winter and spring natural history with a focus on keeping children engaged under hot and/or wet conditions.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

EDC-5051: Beyond Discipline, Beyond Management

Can we create classroom communities that reflect the values we'd like to see actualized in society? What do democratic classrooms look like, and why do we rarely see them in action? In this course we will explore ways to build classroom communities in which there is a shared responsibility for the success of all members of the community. We will examine a range of philosophical approaches to classroom and behavioral management. Students will explore these approaches through a critical lens, identifying strategies that resonate with their educational beliefs and emerging educational philosophies. Emphasis will be placed on the development of five teacher awarenesses - awareness of self, learner, interactions, context, and practice (Rodriguez; 2014). Students will engage in observation exercises, engage in personal cycles of inquiry, begin to find their teaching voice, and develop tools and strategies for creating democratic classroom communities in which all students flourish

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5080: Literature for Children & Young Adults

This online course is designed for educators of K-12 students. Participants will be expected to read and discuss a wide selection of genres, both classic and contemporary literature, that support diverse developmental, cultural, and social needs. Focus will be on criteria for evaluation and selection of a variety of multimedia formats of literature, integration of children's literature, and new technologies and tools that support literacy and reading into curriculum. Participants will gain critical appreciation and understanding of literature's impact on today's children.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-5090: Nature-based Early Childhood Curriculum

Nature preschools, forest kindergartens and immersive outdoor elementary programs have a unique approach to curriculum, different than conventional indoor early childhood centers. This course will focus on the distinctive elements of outdoor programming for children aged three to eight. Topics will include the value of unstructured play, fostering independence, nature and language development, the balance of indoors and outdoors experience, interfacing with the conventional elementary curriculum in literacy, math and science, and connections to the community.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5090.SB: Nature-based Early Childhood Curriculum

This course will focus on the distinctive elements for connecting young children with nature aged three to six. The guiding framework will help teachers see how to connect children with nature in both developmentally and environmentally appropriate ways. Topics will include: child-directed play inside, outside and beyond; natural play spaces as a source of inspiration; strategies for fostering an ecological identity & environmental literacy; and, ways to utilize nature to meet early learning standards.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Field Study

EDC-5120: Starting with Community

Cultivating a spirit of community and responsibility in classrooms requires intentional and skillful planning and instructional strategies. In this course, these skills and instructional strategies will be demonstrated and facilitated by course instructors. Students will engage in and be responsible for the development of their learning community. Through reflective practices students will examine how groups form, their personal contributions to a group's culture, and how groups can become learning communities in which all members feel safe, able to be themselves, and able to take risks.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5160: School Change Practicum Nature Preschool

300 hour practicum in existing early childhood center or elementary school. This practicum is for public school teachers or early childhood professionals who wish to initiate change in their home settings. These changes will focus on increasing the depth and extent of nature and outdoor time programming occurring in the natural world. Practica sites will be approved by the Education faculty. Practica participants will be visited by Education faculty in person when possible and via on-line vehicles when practica are geographically distant from the Keene campus.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

EDC-5165: School Change Practicum in Nature Preschool/Forest Kindergarten

300 hour practicum in existing early childhood center or elementary school. This practicum is for public school teachers or early childhood professionals who wish to initiate change in their home settings. These

changes will focus on increasing the depth and extent of nature and outdoor time programming occurring in the natural world. Practica sites will be approved by the Education faculty. Practica participants will be visited by Education faculty in person when possible and via on-line vehicles when practica are geographically distant from the Santa Barbara campus.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Student Teaching

EDC-5210: Facilitating Communities of Professional Practice

A significant body of research demonstrates that schools that have strong professional community among staff members have higher levels of student learning and achievement, higher levels of job satisfaction and retention for teachers, and are more able to respond creatively to the inevitable challenges schools face. Based on the tools and practices of School Reform Initiative, Inc. (SRI), this course trains all of our principal certification candidates to design and facilitate the development of communities of professional practice in their schools. Candidates will consciously choose and use this model of professional development as the primary mechanism for promoting equity, supporting evidence-driven inquiry, professional growth, critical friendship, communication, and accountability. Students in this course will create a professional development plan to promote the use of communities of professional practice in their school setting. Candidates will also use the tools developed in this course to help with more general professional development planning, teacher supervision and evaluation, and meeting facilitation.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5280.NE: Ecology of Imagination

This course investigates ways in which children's nature play can be used to invigorate the writing process. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. We'll use the surrounding neighborhood and hills to reconnect with childhood play. Out of these natural world experiences, each participant will craft a finished piece of writing by the end of the week.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5280.SB: The Ecology of Imagination in Childhood

This course investigates ways in which children's nature play can be used to invigorate the writing process. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. We'll use the surrounding neighborhood, beach and hills to reconnect the childhood play. Out of these natural world experiences, each participant will craft a finished piece of writing by the end of the week.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

EDC-5291: Place-Based Social Studies

Doing local history in and out of the classroom connects students with their communities in a meaningful fashion, bringing to life the abstract concepts and ideas traditionally covered in the history textbook. This course explores models for doing local history projects as part of a standards-based

curriculum and gives students the tools to be enablers in their own classrooms. Students will combine hands-on activities involving oral interviews, writing and art with curriculum mapping and the nuts and bolts of classroom management. This course will include field trips.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5350: Music Curriculum

This course offers a culminating exploration of music in the Waldorf School. Students will further deepen their understanding of the nature of music from an Anthroposophical perspective, focusing on the role of the upper grades music curriculum in our times.

Students will continue to increase their facility with singing and leading harmony. In addition to reviewing the arc of the music curriculum throughout the grades, they will explore upper grades repertoire arising from a diverse range of cultures and musical streams.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5352: Healing Aspects of Music

This course will focus on music as a healing art. The seven tones and their corresponding scales as a source for inner strength and healing will be addressed by presentations and listening exercises. Improvisation and other playful exercises will be part of the learning experience. Rudolf Steiner's Eight-Fold Path will serve us as a basis for reflection along with other musical resources.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5360: Science Curriculum

This course will introduce the philosophy, methodology and content of the physical science curriculum in the upper elementary grades for Waldorf schools. We will look at the methodology and practical aspects of teaching. Specifically, we will look at sound, light, heat, magnetism, electricity, and mechanics through demonstrations and experiments. We will also introduce students to the basis of and content for teaching inorganic chemistry in the 7th grade and organic chemistry in the 8th grade.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5380: Waldorf Math & Language Arts

This course will cover methods of introducing and cultivating skills in mathematics and language arts from the Waldorf perspective in the elementary grades. Practical hands-on methods, activities and movement exercises will be shared and integrated in these two subjects.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5381: Math Methods in the Waldorf Grade School

This course explores effective methods for teaching math in grades 1-8. Topics include number sense, numeracy, arithmetic, mental math, estimation, measurement, fractions, decimals and business math, ratio, graphs, and basic algebra. The course will begin with a consideration of the importance of the teacher's relationship to math. Age-appropriate curriculum and innovative teaching methods that support the development of a positive relationship to math, as well as mathematical competencies and skills, will then be covered. Students will engage in

the development of lesson plans and the presentation of sample lessons.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5382: Language Arts Methods in the Waldorf Grade School

This course explores effective methods for developing language arts competencies and skills in grades 1-8. Presentations will consider the intersection of contemporary research on how students master reading, in particular, and language arts, in general, and the fundamental understanding of developmental appropriateness that guides Waldorf education. Key readings and instructor presentations will set the stage for full student engagement including the development of detailed lesson plans and demonstration teaching.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5383: Language Arts Methods in the Waldorf Grade School

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5410: Speech I

This course is designed to enable students to approach a text as a lyric, epic or dramatic gesture, and then to speak out of this gesture, using the proper breathing, imagination, movement and form. Speech forms to be explored include lyric poetry, epic poetry, stories, ballads, fables and drama.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5420: Painting

Students in this course will learn to work with Goethean color theory and experience color free from the restrictions of outer form. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development. Stages in the evolution of consciousness will be explored by painting out of various soul moods. This course also provides the background for the personal and artistic development of teachers and for their understanding of the painting curriculum for grades one through six. We will also look at examples from the Kindergarten and the upper elementary grades. Students will learn to translate a story into a painting, and develop experience in the wet-in-wet technique. We will focus on painting 'out of color!' (Rudolf Steiner)

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5430: Eurythmy I

This course is designed to introduce the potential teacher to the art of eurythmy through exploration of eurythmy pedagogy as well as introductory eurythmy exercises for adults. Eurythmy curriculum for the young child and the elementary grades student will be experienced, as well as exercises for the teacher's own self development. An understanding of eurythmy and the importance of eurythmy curriculum for the developing child, as well as an awakened relationship to self through movement, are fundamental for the Waldorf teacher.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5450: Speech II

This course will refine students' speaking skills and focus on speech exercises, poetry and storytelling. Classroom verse, stories and poetry appropriate to the curriculum will be used.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5460: Visual Arts I

In this course participants will focus on visual art as a foundation for future applications in the art of teaching and the Waldorf Curriculum method.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5465: Visual Arts II

Students in this course will be introduced to the Waldorf painting curriculum with some exercises from K-grade 6. In addition, this course will highlight the evolution of consciousness through color.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5490: Place-based Education

Drawing on children's natural fascination with the world around them and their desire to make the world right, place-based education in the school setting offers an opportunity to develop a classroom into a living center of materials-based, community-related, cooperative learning, while fostering in children the attitudes, understandings and skills of environmentally literate citizens. This course will explore the potential roles of place-based education in an integrated curriculum examining both

environmental education content areas and teaching strategies for the elementary years. Additional course focus will include approaches to dealing with environmental issues, both in the classroom as a school community; strategies for taking full advantage of a school's outdoor site; and techniques for promoting a working interrelationship with the community.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5501: Integrated Arts I

The arts are an integral part of education. They are a vital part of the learning and growth process. Through the visual arts, we are able to see, think and speak in response to our environment in a creative manner. This class offers opportunities to explore a wide range of art materials, processes and techniques in painting, print making, and in other graphic arts and to consider how these can support a wide range of classroom investigations and studies.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5502: Integrated Arts II

In this course we'll explore mask-making, puppetry and sculpture as vehicles that can bring together diverse areas of study and encourage children's self-confidence. We'll push back the desks and start making, moving, showing and telling. As we create three-dimensional works and playful performances, we'll consider ways to integrate arts and crafts with various curriculum disciplines.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5510: Integrated Learning

This course focuses on integrated learning. It emphasizes approaches to teaching, learning and curriculum design that encourage children to blend subject areas, ways of knowing, practices and skills to explore interesting situations, phenomena and themes. It also examines the basis for these approaches: philosophies that value each student and assume each can learn; ideas about inquiry, responsibility and choice; the belief that learning is an active, social process. This course will provide students with opportunities to acquire a historical perspective on schooling and holistic approaches to education.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5520: Equitable Math Practices

Equitable Math Practices is about providing access for all students and naming strategies teachers and school leaders can use to disrupt inequities in mathematics classrooms. During the course, we will focus on how schools can reform and use existing structures to prioritize students' well-being and learn how to build students' competencies and confidence in mathematics. We will share and use protocols that focus on planning lessons, learning from student work, visiting classrooms, and making learning accessible to all students. This course is designed for Kindergarten through Middle School administrators and teachers (classroom, special education, and specialists). Come and find out how small shifts can create a big difference in your school.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDC-5550: Reading & Writing Literacy Elementary/Early Childhood

What does it mean to be literate? In what ways does reading and writing develop naturally? What is the role of curricular programs? This course will address these questions and consider the following topics: language development, children's literature, multiple approaches to reading and writing instruction, assessment strategies, planning for differentiation, and integrating literacy activities throughout the curriculum. This course necessitates access to children for instructional and assessment practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5560: Eurythmy III

In this course students will build on their prior experiences in eurythmy and deepen their relationship to this quintessential art which inspires all of Waldorf pedagogy. Through musical, poetic, dramatic and social exercises, participants will encounter the healing value of eurythmy for children, adolescents, teachers and parents, especially in relationship to contemporary challenges to healthy childhood and adolescent development.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5565: Music Every Day

In this course students find their own connections to music-making and explore ways of integrating music across the daily life of their classroom and school community. No prior music experience is needed for this course. Through activities, readings and videos, students will be introduced to theoretical perspectives, practical skills, repertoire, and resources for integrating music into children's education (grades pre-K through 12). Explorations

provide the opportunity to investigate and reflect upon listening as a learned skill, the nature of sound, elements of music, styles and forms of music, music as social history, and integrating music- and sound-based activities with other curricula. Music will be considered as an expression of culture, as an educational tool, as a discipline in its own right and integrated with other academic learning. Assignments include conducting Music Inquiry (drawing upon interviews), keeping a Journal of repertoire and ideas for future use, and development of an Integrated Curriculum Plan (to include sharing one music-based activity designed by students). This course offers strategies for integrating music and dance to promote children's cognitive, emotional, social, and kinesthetic development, to build community, and to deepen and assess learning.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5580: Music As Social History

People the world over make music, and songs are windows into human experience. Singing, and the study of musical texts, can help us understand what others have experienced and cared about. Music has also shaped history, serving to spread ideas, uphold values, sustain communities and galvanize social movements. This course focuses on music as social history. Song will enrich our understanding of particular people, places, and times as we explore curricular approaches that integrate music and social studies. No prior music experience is necessary, and solo singing is not required.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

EDC-5591: Waldorf Curriculum Preparation I

The Waldorf curriculum is based on a highly articulated view of human development. This course serves as an introduction and overview to all aspects of curriculum content, design and delivery. The aim will be to clarify the nature of the child of each grade level, and understand how the curriculum fits the child's developmental needs.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5593: Waldorf Curriculum Preparation II

The Waldorf curriculum in grades 1-8 is based on a highly articulated view of human development. Building on content presented in the first semester, this course will cover what content is taught in particular grades, why the Waldorf Curriculum meets the child in a developmentally-appropriate way, and how the teacher can best present the curriculum to the class.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5595: Waldorf Elementary Curriculum Seminar

This advanced seminar builds on the course Human Development and the Waldorf Curriculum and focuses on essential aspects of Waldorf methods in the main lesson curriculum of grades 1-8. Particular attention is devoted to the key principles involved in the art of class teaching. Students will learn ways to creatively and economically transform knowledge into age appropriate lessons and experiential learning. The seminar will emphasize a question and discussion format and enable participants to share practical experiences and insights. It will assist

students in developing curriculum strategies, block plans, research and resources for future implementation. It will be specially tailored to the grade and subject needs and interests of the participants and individualized advice will be given by the instructor. At the same time the course will address and interrelate these specific areas and details always in the context of a subject's whole development over the eight years. Required Reading: Rudolf Steiner, Practical Advice to Teachers; Discussions with Teachers.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5630: Math Methods - Elementary/Early Childhood

This course explores the content and pedagogy of mathematics. It is based on the premise that everyone can learn, and that mathematics can be accessible and enjoyable if understanding is derived from experience and strong links are made between experience, abstract ideas and symbols. Beginning with a consideration of how young children learn mathematics, the course will focus on instructional methods for developing mathematical ideas over time. Using concrete materials, students will become actively involved with problems from a range of mathematical strands (number and operations, pattern, geometry, measurement, probability) to illustrate how children can explore mathematics through problem solving and inquiry. This course necessitates access to children for instructional and assessment practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5640: Geometry in the Waldorf Curriculum

This course is a practical survey of geometry in the Waldorf curriculum. Topics include foundational work in form drawing, free-hand geometry, geometric constructions with compass and straightedge, geometric proofs, Platonic solids, and conic sections, as well as an introduction to projective geometry. Students will develop their own competency and comfort with geometry at all levels, while also creating grade-specific lesson plans that reflect their understanding of developmental appropriateness.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

EDC-5655: Healing Image in Story & Color

Students will be working with Rudolf Steiner's 12-fold color circle and choose a color combination for a veil painting. Students will be guided to work with the lawfulness of the movement of the colors, as they express the interaction of light and darkness. We will touch upon the healing effect of color as we try to bring transparency, balance and beauty into our paintings. This course will include weekly painting and studio sessions, and weekly History of Art classes with a guest instructor.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5710: Drawing

In this course students practice drawing as it relates to the Waldorf curriculum in grades 1-8. Particular emphasis is placed on how this artistic activity connects with the development of the child and enhances the learning of particular subjects. Students will experience a variety of methods and materials including beeswax crayons, colored pencils, and

chalk for blackboard drawing. The techniques learned in this course are adaptable to non-Waldorf settings.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5770: Problem-Solving Science

Science in elementary school should be far more than reading the chapter and answering the questions. Observations, hands-on investigations, children's literature and experiences in nature can all provide starting points for developmentally appropriate curriculum. In this course, we'll do what scientists do and experience problem-solving science first-hand. Bugs and slugs, materials and their properties, shadows and ice cubes are among the topics we might explore. We'll examine curriculum resources, look at ways to structure science experiences for children, and consider children's ideas and questions. In addition, we'll focus on the relationships between scientific inquiry, informational and research writing, and quantitative thinking, and reflect on current issues, theoretical debates and research in science education.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-5822: The Writer's Voice

This course explores the use of language through speech exercises, and enlivens the recitation of poetry, verse, and story by practicing elements of voice and gesture. Our focus throughout will be on inner movement as a source of outer expression and its relevance to special education.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5845: Human Development II

This course will look at the developing human being throughout the lifespan from the point of view of phenomenological and anthroposophical insight. Students will be presented with a variety of topics, including various, physiological, psychological and spiritual processes and perspectives and current issues. The aim of this course is to support professional practices and develop new understandings and approaches. It will provide students with tools for active reflection and engagement in their own development, as well as for the support of other professionals.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-5895: Transdisciplinary Learning

This course leads participants to a deepened understanding of the principles of transdisciplinary child study and pedagogical planning and implementation.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-6000: Engaging All Learners in Meaningful Mathematics

Every teacher wants every student to achieve to the highest levels. And yet - knowing how to do this can feel hard, overwhelming and/or unclear. To make diverse classrooms feel more manageable and productive this course will provide concrete methods and strategies teachers can use in classrooms to support all students.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6240: First Six Weeks of School

Using the book, *The First Six Weeks of School* (Denton and Kriete) as a starting point, participants will have opportunities to plan for the all-important opening weeks of schools in their own classrooms. Topics to be considered will include establishing routines, rules and consequences, creating a sense of belonging and significance for all students, and introducing academic curriculum while simultaneously building the social skills necessary for successful learning in an active and interactive environment. Approaches to classroom management in this course are based upon the work of Rudolph Driekurs and Jane Nelson and approaches such as Democratic Classrooms and The Responsive Classroom. Required materials fee payable to the Education Department prior to the first day of class.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDC-6480: Early Childhood Education Pre-K-3rd

In the early educational years, young children flourish in settings that encourage their development of a strong sense of self. Connecting with peers and caring adults as they engage in open-ended play-based learning opportunities sets the stage for positive experiences throughout schooling. In this course, participants will establish an understanding of developmentally appropriate practices in order to design play-based curriculum that attends to the unique needs of young children's academic, physical, social, and emotional development.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-6555: Place-Based Teaching and Learning

Students are naturally interested in exploring their world and participating as active citizens on projects relevant to them. Place-based education in schools and educational organizations offers local culture, the built environment, and nature as an integrating context for learning. This course will explore practical strategies for the implementation of place-based learning in order to meet PreK-12 curriculum standards and organizational goals. Students who participate in place-based education are more likely to have stronger ties with their community. Additional course foci will include approaches to developing an interdisciplinary place-based curriculum; designing place-based learning experiences to fulfill school and organizational mission statements; and strategies for taking full advantage of the school campus and community as learning sites. Students in this course will design a place-based unit or project that integrates student choice, uses place as a context for learning, and develops school - community ties.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6590: Living Arts I

This course is for the personal and artistic development of the educator and for learning techniques to integrate the arts in the classroom. As counter effort to the powerful presence of the media in our schools, a living environment where the arts support our sense of beauty and our sense of who we are and who we strive to be, is essential for authentic growth. When we paint or draw, we open pathways to greater communication with ourselves and the students we teach. Through explorations with color, painting and drawing, as well as through lectures and discussions, participants will consider the role of art for people of various learning styles and dispositions.

Min. Credits: 1.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

EDC-6650: Movement & Storytelling Pre-K Classroom

Young children are natural storytellers, making sense of the world through imaginative, dramatic play. Young children are also inclined to move! They explore their surroundings and express ideas and feelings with their bodies. This course highlights the importance of story and motion in children's daily lives and focuses on ways to use storytelling, story acting, and creative movement to enrich the early childhood classroom.

Min. Credits: 1.0
Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

EDC-6650.SB: Music Movement and Storytelling for Early Childhood

Young children are natural storytellers, making sense of the world through imaginative, dramatic play. Young children are also inclined to move! They explore their surrounding and express ideas and feelings with their bodies. This course highlights the importance of story and motion in children's daily lives and focuses on ways to use storytelling, story acting, and creative movement to enrich the early childhood classroom.

Min. Credits: 1.5
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

EDC-6660: Earth Art

This course introduces ways in which children's creative processes can be used to explore the natural world through art. Participants will use for inspiration to explore various mediums including drawing,

painting, sculpting. We'll use the surrounding neighborhood and hills to observe natural forms of beauty. From these world experiences, each participant will craft a finished creative project and develop a nature studies unit as the entry point.

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

EDC-6670: Exploring the Channel Islands and Marine

This course provides students with an opportunity to earn 1 quarter unit with a combination of class time (approximately 8 hours) and independent study or community action (approximately 22 hours). The course work includes face-to-face instruction, use of online resources, field trips or service learning options. Students select areas of interest that may include, but not limited to, history, natural history, resources, and characteristics of the marine environment, geology, resource management and policies. Students will initially meet as a group to plan individual inquiries. Individual inquiries are supported by SAKAI resources such as journals (biogs), discussion forums and reference lists. The course enables each student to focus on a particular area of interest and then study it by reading, viewing, visiting or participating. Completed inquiries are submitted electronically using Sakai, YouTube links or other sites that enable feedback.

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom, Field Study

EDC-6731: Special Education Assessment

Assessment is a crucial element of education, as it enables educators to discover whether their strategies are meeting the needs of students. In this way, formative, summative, and formal assessments can inform teaching practice and support creative and

multi-tiered instructional strategies and implementation. In this course students will develop knowledge of assessment requirements, accommodations, and modifications, especially as they relate to the development of Individual Education Plans (IEPs). Students will work with IEP development and implementation, Least Restrictive Environment (LRE) placement, and transitions as related to grade levels and IEP goals.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-6732: Special Education Instructional Strategies

In this course, emphasis will be placed on the relationships between assessments, responsive instructional practices, and special learning needs. Special attention will be paid to the development of creative instructional strategies that meet a wide range of learners. When well-orchestrated, the integration of meaningful assessment, differentiated classroom practices, and attention to the development of social and emotional development can create positive and effective learning communities that support all learners. We will focus on the teacher's role in the dynamic nature of that integration.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDC-6820: Building Inclusive Learning Communities

This course explores face-to-face and online community building tools and strategies as well as facilitation of learning experiences that support all learners, including those with special needs. We will explore the use of technology to allow for new kinds of communities to be formed, including those that connect learners across cultures and connect classrooms to external resources, both digital and

human in order to better differentiate in the content areas. We will also explore the use of social media in the classroom, what it means to be a digital citizen, and how to help students and teachers use technology safely, responsibly and respectfully. Online Course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6871: Principles of STE(A)M

What does it mean to teach and engage our students in our modern world? How might we use principles of STE(A)M to engage all students? How can we design and implement STEM education and design thinking strategies building on our professional priorities (i.e., the Critical Skills Classroom, nature-based education, arts integration, etc.) as well as developmentally appropriate pedagogy? How can we use technology to support student learning? What's the difference between STEM, STEAM, and STREAM? These questions will be explored in this online course designed to deepen understanding and inspire teachers to a new level of practice. Students will work both on their own and collaboratively to explore learn about these various topics for practical classroom implementation. Focus will also be given to modern tools to support STE(A)M and learning both face-to-face and virtual environments. Participants will design powerful learning experiences for these classrooms as well as formative and summative assessments. Online course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6885: Authentic Lesson Design & Assessment

The course will explore the intersections of instructional design and student assessment, focused on the construction of multiple types of classroom-

based and curriculum-connected problems for students to solve in the form of Critical Skills Challenges. Essential to successful implementation of problem-based learning and the successful use of Critical Skills Challenges is the use of authentic and multiple assessment tools that effectively engage students, evaluate student performance, and accurately monitor progress toward curricular understanding and critical skill development. The crafting of Challenges and their assessment instruments necessitates fluency in a comprehensive set of design and assessment tools, all examined and practiced in this course. This course provides educators with the capacities to utilize several different strategies for instructional design, feedback, and assessment.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6887: Intro to the Critical Skills Classroom

The Critical Skills Classroom is a comprehensive model that creatively and effectively integrates four powerful teaching methodologies into a coherent strategy: collaborative learning, experiential learning, problem-based learning, standards-driven learning. Working together these methodologies provide teachers and students the means to simultaneously and intentionally build and sustain a strong, supportive classroom learning community, target the curriculum in ways that provide both a depth of understanding and meaningful learning, develop the critical skills and fundamental dispositions and meet or exceed the demands of district and state frameworks and standards. In this course, we will explore and apply both practical and theoretical aspects of the Critical Skills Classroom in a variety of contexts. Online course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDC-6900: SIS-Curriculum & Instruction

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6901: SIS-Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6902: SIS-Curric-Soc Stud

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6903: SIS-Integrated Arts

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6904: SIS-Critical Skills Curriculum

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6905: SIS-Curriculum Design

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6906: SIS-Movement & Storytelling

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6907: SIS-Math Method

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6908: SIS-Critical Skills

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDC-6909: SIS-Waldorf Cur

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDL (Educational Leadership)

EDL-6250.NE: Leadership Seminar

This course will provide a touchstone for principal certification candidate's on-campus experience during their summer residency. Each candidate will be assigned to a small group led by their advisor. During this time, candidates will work on their individual learning plans, development of their internships and design of their portfolios. These groups and advisor assignments will be permanent for the duration of the students' stay in the program.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDL-6270: Leading Transformations

This course will examine the latest trends in the structure and organization of educational systems and schools, with an emphasis on the philosophy of learner-centered education. In particular students will explore what it means to lead schools through the process of developing systems that allow for smaller learning communities, changing the uses of school time and resources to better support learning, and designing systems that allow the child's experience to be at the center of school organization and culture. Students will explore the implications of this core philosophy of the program in relationship to their own philosophy and vision for schools. This course also includes a required online component. Students should be prepared to spend additional time in the online environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their online learning experiences in the Fall and the Spring. There is also an online component for this course.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDL-6280: Community Partnerships

Building strong community relationships and partnerships is an increasingly important role for school leaders. It is no longer a given that the public will support public schools without specific outreach efforts; newsletters and the PTA are no longer enough. From family partnership programs for the families of students, to business outreach and partnership, to civic engagement projects, this course will examine multiple models for building strong reciprocal relationships between schools and their communities. The course will also address the building of the essential relationship between the school leader and district and school board personnel. In addition to your time in class, there will be a required online component for this course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDL-6290: The Learning-Centered School

This course will focus, on the principal's role as an instructional leader in learner and learning centered schools. We will explore models of curriculum design and delivery that respect teacher professionalism, inspire creativity and innovation, and provide rich and powerful learning experiences for students. Special emphasis will be placed on the importance of understanding the developmental needs of all students and on recrafting existing models of instruction and assessment to emphasize more authentic, higher level learning, while attending to the specific needs of each child. This course also includes a required online component. Students should be prepared to spend additional time in the online environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their online

learning experiences in the fall and spring.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDL-6300: Conflict Resolution for Leaders

This course will focus on the specific types of conflict issues unique to educational leadership, including working with students, faculty and families. Students will use role playing and case studies to explore ways to handle the types of conflicts that typically arise in a school setting. In addition to your time in class, there will be a required online component for this course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDL-6350.NE: Leadership Seminar II

This course will provide the capstone for principal certification candidates' on-campus experiences during their second summer residency. Meeting in the same small groups as the first summer and with the same advisor, students will reflect on their internship experiences and change projects and their experiences as CFG leaders. They will also work on preparation of their final portfolios.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDL-6370: School Finance & Facilities

Students will use this course to help develop the complex financial skills necessary to lead a school. Emphasis will be placed on directing resources in such a way that teaching and learning are privileged over more bureaucratic concerns. The course will include traditional methods of school budgeting and

finance as well as exploring how leaders can marshal the outside resources so often necessary for schools today.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDL-6400: Principles & Practice of Mindful Leadership

As a teacher, teacher educator, or administrator, it is important to develop internal skills (an inner-net) that translate into successful interpersonal skills on the job. Mindful leadership introduces a new approach to leadership development that focuses on the inner world of a leader and "how" a leader works in the moment. Through readings and presentations, this course presents ten core principles and three mindfulness practices that help leaders to directly connect with their inner life and to bring out the best in themselves and others.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDNC (Non-Credit Workshops)

EDNC-10: Movement I

This course is an introduction to Movement Education techniques following the indications of Rudolf Steiner, namely Spatial Dynamics and Bothmer Gymnastics. Through these new living forms of exercise, students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric, earthly forces and the peripheral forces.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-11: Movement II

This course builds upon the Spatial Dynamics and Bothmer Gymnastics techniques introduced in Movement I. Students will continue to explore their relationship to space through these living forms of exercise, and work to deepen their understanding of the balance between two kinds of forces: centric (earthly) forces and the peripheral forces.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-20: Singing I

This course offers an introduction to music in the Waldorf School. We will explore the nature of music from an Anthroposophical perspective, focusing on the role of singing in human development and the formation of community across time and through many cultural lenses. We will discover some of the ways that music can foster the healthy development of the child in the early grades, and weave together the class and the wider school community.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-30: Eurythmy II

This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to further acquaint the teacher with this new art and to further develop the teacher's relationship to harmonious movement arising out of the human being. A vocabulary of eurythmy movements will be explored as well as exercises for the teacher's own self development.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-31: Eurythmy in the Workplace

The focus in this section is upon Eurythmy in the Workplace exercises and related topics. Through the work in eurythmy, instructor presentations, and discussion of related topics, a new perspective can be gained upon the dynamics of relationships within a community through the art of eurythmy.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-40: Arts to Accompany Foundations of Human Experiences

This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, clay modeling, physiology and anatomy.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-50: Games

This course looks at child development through the lens of children's games and recreational activities. Ideas developed in this course help inform and give shape to children's games classes, main lesson movement, recreation and recess periods. This course will emphasize how to build children's social skills and physical coordination.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-80: Oberufer Plays

This course focuses on the value and transformative power of acting for the teaching profession. Students will learn skills in the artistic use of voice, gesturing

and interpersonal interaction that are valuable on stage, in public speaking and storytelling and in many ways in the classroom. It will be tied in with the themes of the Waldorf curriculum. A major part of the course will be devoted to the rehearsal of a folk play from the Danube River village of Oberufer which will be performed by students at the end of the semester in the outside community. Participation in this course is required for all Waldorf students.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-81: Drama in a Waldorf School

This course focuses on the value and transformative power of drama in the Waldorf classroom. Themes for grades one through eight plays as well as age appropriate methods of introducing and performing plays will be included. Resources for pedagogically appropriate plays will also be provided. Students will engage in rehearsal of scenes from various plays. The course may culminate in the rehearsal and performance of a short, seasonal play.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-100: Waldorf Middle School Drawing

This workshop will provide a practical introduction to the Waldorf drawing curriculum of the upper elementary grades. It will focus on such techniques as black and white and shaded drawing and perspective. The skills learned in this course are adaptable to non-Waldorf settings.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-110: Handwork in the Waldorf School

In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual or ?will? intelligence, but also supports cognitive, and emotional intelligence as well. Students will do projects in knitting, crocheting, sewing and other handwork activities. Materials fee will apply.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-130: Readiness and Reading

This course will develop and practice active and age-appropriate strategies for the teaching of reading throughout grades 1-8 in a Waldorf school setting.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-150: Singing II

This course will build upon the work begun in Singing I. Students will continue to explore the nature of music from an Anthroposophical perspective, focusing on the role of singing in human development and the formation of community across time and through many cultural lenses. We will discuss additional ways that music can foster the healthy development of the child in the early grades and beyond, and weave together the class and the wider school community.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-190: Today's Child

This course will focus on understanding the soul-spiritual aspects of the child and on the development of practical helping gestures in exploring such issues as learning differences, emotional imbalances, attention issues, and behavioral challenges. Each theme will be approached on a developmental basis, tracing these issues from early childhood through the middle school years.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-200: Social & Organizational Issues

This course will focus on the organizational, social, administrative and fundraising aspects of Waldorf schools. We will address general questions on phases in organization and professional development, the role of the College of Teachers and that of non-faculty constituencies (parents, board, staff, etc.), mandate systems and the role of gift money and volunteers. The course will also include information-sharing and skill-building components around such issues as Collegial and parental relationships, decision-making processes, working with conflict, meeting effectiveness and budgetary processes. We will also do exercises in eurythmy to support social themes.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDNC-210: Mathematics and Movement

In this workshop students will develop and practice active strategies for the teaching of math throughout grades 1-8 in a Waldorf school setting.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP (Educ & Soc Policy)

EDP-5580: Working with Families & Community

Nature preschools and forest kindergartens are special kinds of places, different from conventional early childhood programs. Parents, caretakers and community members, who may not be familiar with the aims and practices of nature-based programs, can benefit from education. Families may need to be prepared to provide appropriate outdoor clothing, do regular tick checks, and think about children's learning in new ways. They may also be called on to volunteer in the school and to help with promotion and fundraising. We'll consider how to partner with families and forge links to the wider community. Communication is central to our work: we'll hone our skills as we participate in mock parent conferences, examine and create materials that describe programs to families, and practice working with parents who have questions or concerns.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-5580.SB: Working with Parents & Community

Nature preschools and forest kindergartens are special kinds of places, different from conventional early childhood programs. Parents, caretakers and community members, who may not be familiar with the mission and practices of nature-based outdoor programs, can benefit from education. Parents and other caretakers need to be prepared to provide appropriate clothes, do regular tick checks, and deal with bee stings. They may also be called on to volunteer in the school and to help with promotion and fundraising. We'll consider how to partner with families and forge links to the wider community. Communication is central to our work: we'll hone our skills as we participate in mock parent conferences, examine and create materials that describe programs

to families, and practice working with parents who have questions or concerns. We'll spend time outdoors on several days, so on those days (see outline of days in syllabus) please come prepared with outdoor clothing and boots adequate for walking in fields and woods. Please pack a lunch on every Saturday

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

EDP-5600: Business Planning for Nature Preschools

Starting a nature-based early childhood program requires business savvy and financial planning. This course will address the nitty-gritty planning necessary to get a program up and running. We'll focus on the creation of business plans, including simple market analyses, promotion, site and facility needs, staffing requirements and options, the crucial income and expense projections, fundraising options and managing financial risk. Participants will draft a three-year budget for their operation, rough out a promotional flyer and/or website, and prepare and practice persuasive verbal descriptions and "sales pitches" for their school. We'll allocate plenty of time to share your own experiences and ideas, and will take a close look at existing models that have proven successful in the United States.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-5600.SB: Business Planning for Nature Preschools & Forest Kindergartens

This course will explore the basics of business planning for nature preschools and forest kindergartens. Because there are many approaches to these entities and other forms of early childhood environmental education (ECEE), no single business plan model will apply to all. However, by covering a

core selection of business planning strategies and sharing our own diverse experiences, all students in EDP 5600.SB should come away with the ability to effectively plan for the business aspects of either a new nature preschool/forest kindergarten venture or an expansion of an existing program.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Field Study

EDP-5620: Risk Mgt for Nature based Early Childhood

Children enjoy learning that is challenging and adventurous, where they can reach beyond their abilities and test themselves. Nature readily provides such experiences. Being outdoors with children in all kinds of weather requires another level of risk management beyond fire drills and correct hand washing instructions, and teachers must prepare to provide it. Topics that will be considered in this course include: hazard identification, appropriate planning for risk, what kinds of risky play to allow and which to discourage, and research on the relationship between nature play and overall health and development. The course will include opportunities to observe a nature-based early childhood program in action

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-5620.SB: Risk Mgt for Nature based Early Childhood

Being outdoors with children in all weather requires another level of risk management beyond fire drills and correct sneezing instructions. Topics that will be considered include: hazard identification, appropriate planning for risk. What kinds of risky play to allow, (i.e. tree or rock climbing) versus which to discourage, research on the relationship between nature play and health. This course will include

opportunities to observe the program at the Wild Roots School and Wilderness Youth Project, and conversation with the teachers about daily risk management decisions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

EDP-5820: Leadership Development

This course will serve as a culmination to the work of the prior summer and the independent projects completed during the school year. Students will be expected to present at least one completed project, establish evaluative criteria for teacher research, and share their experiences from the past twelve months. We will also discuss ways to carry the completed work into the schools and present to a wider audience.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-5840: Contemplative Inquiry 1

In this course we will examine the recent publication by Art Zajonc, *Contemplative Inquiry*, in terms of fostering mindfulness and personal growth as educators. Students will be expected to read the book, practice some of the exercises and suggestions, incorporate them into their lives, and reflect on their progress in a final paper submitted by the end of April. Students will be encouraged to collaborate and share their discoveries and questions with each other throughout the semester via Antioch email. Online course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

EDP-5860: Research II

This course will serve as a review of research methods and an opportunity for students to focus on proposals for the fall online course and the spring Master's Project. We will cover Antioch's research expectations and discuss ways in which these projects can support professional development. Students will leave this course with a focusing question and an understanding of what is expected in future semesters. Required reading: *Silence is Complicity* by Torin Finser, and the Education Department's Master's Handbook.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-5900: Teaching Exceptional Children

This course will examine the assumptions, attitudes and actions of individuals, families, teachers and classroom communities toward children with physical, cognitive, socio-emotional differences. Students will engage in an assimilated case study including in a variety of activities designed to develop empathy and skills for teaching in a classroom of diverse learners. Students will be introduced to concepts in special education while learning a variety of teaching techniques and classroom adaptations, including co-teaching techniques. Students will learn about the changing face of special education and about special education laws as they relate to the role of general education teachers and their classrooms. An emphasis will be placed on the classroom as a community of learners, and on methods for including all students and classroom staff in the development of that community. Students will relate theory to practice through observation in a variety of settings, as well as through personal reflection and introspection.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-5920: The Adolescent

Beginning with reflections upon our own teenage years, we will explore the nature of adolescence - its physiology and psychology - and the social issues that are thrown into stark relief at this age. In the light of these explorations, we can then examine the unique ways in which the Waldorf high school curriculum, building on the elementary school program, is designed to meet the spiritual, psychological, and social needs of teenagers. The course will proceed in seminar format, starting with lectures that will frame the context for discussion. Students will be asked to make individual presentations on various social and psychological aspects of adolescent life and culture. Topics will include adolescent social development, different learning styles and disabilities, peer counseling and the changing role of parents, the teenagers' needs for fashion, anonymity, loneliness and the telephone.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-5940: Equity Challenge for Leaders

The Equity Course for School Leaders will focus this semester on taking the data and equity analysis work you did during the Data Profile course in the Fall and turning it into an Equity Advocacy & Action Plan where you will advocate for a change in your school or district based on your findings. In addition, you will explore all the implications that equity work has for school leaders more generally, including how to meet the needs of diverse groups of students and the school leader's role as a primary spokesperson for equitable educational opportunities for all students. Online course.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDP-5980: School Law

This is a seminar designed to provide knowledge about school law and the prohibition of discrimination on the basis of race, national origin, sex, age or handicapping condition. Through lecture, case discussion, and debate, students will be able to understand the theoretical underpinnings of egalitarian social reform, the differences between public policy, and the principal components and content of relevant policy documents as well as the benefits and limitations of policy in this area.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-5982: School Law, Ethics & Human Resource Mgmt

This course will focus on both the ethical and legal dimensions of leadership with an emphasis on resolving conflicts in the school community and explicitly address the principal's role in the critical process of hiring and firing school staff. Students will examine actual legal cases and ethical dilemmas for the purpose of understanding the role of the leader in creating and maintaining an educational environment that protects and nurtures equity, fairness, tolerance, and respect for the individual. Additionally, students will explore the issues involved from legal, ethical, and educational perspectives. Special attention will be given to the complexities of providing professional support and development for weaker staff members, while still protecting the academic integrity of the school and meeting the needs of students for high quality educational experiences. In addition to your time in class, there will be a required online component for this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-6040: Research and Self-Development

This course will work with research methods based upon the essential view of the human being and the basic exercises outlined in Esoteric Science by Rudolf Steiner. We will design and discuss research projects to be completed by students during the following school year, and explore suitable research methods. Discussions will include aspects of evolving consciousness and how personal change can influence social change in school communities.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-6160: Real World Sustainability

This course will focus on a systems-thinking approach to the design, implementation, and maintenance of institutional facilities. We will explore the integrated systems within a school which enable it to function and serve its community, and we will consider the larger municipal, national, and global systems in which schools are embedded, including ecological, economic, and social systems, as we investigate paths of resource use and waste management. Attention will also be given to the human resource structures designed to manage interrelated institutional systems, systems such as heating/cooling, food services, water, electrical, and grounds maintenance. Students will research green building initiatives. Applying what they learn to their own schools' practices, students will formulate recommendations to improve sustainable practice, noting the costs and benefits of doing so. Learning from this course may be integrated with and applied in both the practicum and Master's Project.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDP-6300: Waldorf School Administration

This course will provide an overview of Waldorf school administration, leadership, and the karmic considerations of group work. The emphasis will be on understanding the various roles in a Waldorf school, including that of the teacher, parent, administrator and board member. A major focus of study will be on the parent-teacher relationship. Learning in this course is intended to support teachers in their non-instructional roles in a Waldorf school.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-6510: Renewal Institute 2

The institute brings together Waldorf educators and anthroposophical practitioners in their second summer of the program with experts in the field of healing education. The theme varies each summer. Activities include lectures, seminars, and artistic practice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-6550: Sustainable Leadership

This course is designed to explore students' roles as leaders in their schools and organizations. We will identify qualities of effective leadership and strategies for building leadership capacity in oneself and others. Students will engage in taking leadership roles, reflect and write about their developing leadership skills, and become knowledgeable about current leadership theory. Some course work will be conducted online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-6630: Educational Advocacy & Leadership

This course builds capacity for instructional and professional community growth and leadership in the student's concentration area. Participants will examine emerging tools and trends that will impact schools and their communities through their own field research, review of professional literature, and participation in online learning communities. Participants will collaboratively prepare instructional plans, policies, procedures, and/or budgets demonstrating their understandings of how to best implement and advocate for their technology integration for community development and learning in the classroom and beyond. Online course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDP-6670: Renewal Institute

This Institute brings together Waldorf educators and anthroposophical practitioners with experts in the field of healing education. The theme varies each summer. Activities include lectures, seminars, and artistic practice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDP-6700: Special Education Families and Networks

Families and communities play complex, vital roles in the learning process. In this course, we will examine the effects of family and cultural environments on learning, social interaction, and community contribution. We will also explore how the experiences of people with disabilities impact how they function within their families and in their

communities. Students will learn how to best advocate for children and families, as well as how to encourage families to advocate for themselves. There will also be emphasis on developing and practicing skills related to crisis prevention and intervention. Students will investigate ways to creatively utilize community resources, as well as how to create thriving collaborations among all service providers, including parents, para-educators, tutors, and others from outside agencies.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-6750: Special Education Law and Policy

In this course, we will explore what laws special educators need to know and why, as well as how law affects students and the classroom. Students will develop an understanding of the rights and responsibilities of all stakeholders in the education process. Local, state of New Hampshire, and federal laws and policies will be examined and discussed. Students will develop an understanding of how law relates to and governs practice in several areas, including identification of children with disabilities, development of educational placement, and referral and evaluation procedures. We will also consider special education case law related to education practices.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDP-6755: Research Topics in Education

This course will allow students to conduct independent research into topics of their own choosing, working independently or collaboratively. Instruction will focus on research methods, writing for publication, and strategies for presenting work to peers. Online course.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDP-6900: SIS-Educ & Social Policy

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDP-6902: SIS-Ed Resrch/Change

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDP-6904: SIS-Chldrn Spec Needs

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDR-6000: Library Media Internship K-6

The purpose of the Internship is to place course content into meaningful contexts at the K-6 and 7-12 levels while also gaining practical experience in the day-to-day operations of a school library. Students must complete 45 hours of supervised internship activities, approved by both the Internship Supervisor/Advisor and the Cooperating LMS. The Internship directly addresses the NH Professional Standard B: The program shall provide for a supervised off-campus practicum which provides experience in both the elementary and secondary levels.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England
Method(s): Field Study

EDR-6010: Library Media Internship 7-12

The purpose of the Internship is to place course content into meaningful contexts at the K-6 and 7-12 levels while also gaining practical experience in the day-to-day operations of a school library. Students must complete 45 hours of supervised internship activities, approved by both the Internship Supervisor/Advisor and the Cooperating LMS. The Internship directly addresses the NH Professional Standard B: The program shall provide for a supervised off-campus practicum which provides experience in both the elementary and secondary levels.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

EDR-6020: Internship in Digital Learning: K-12

The purpose of the Internship is to place course content into meaningful contexts while also gaining practical experience in the day-to-day operations of a digital learning specialist. Students must complete 45 hours of supervised internship activities, approved by both the Internship Supervisor/Advisor and the Cooperating DLS. The Internship directly addresses the NH ED 604.03; 604.06 requirements.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

EDR-6100: Leading w/Data School Profile

During this course, students will construct a comprehensive profile of their schools, including an analysis of systemic organization, budget, administrative and educational technology,

curriculum, assessments, professional development opportunities, equity issues and specific student profiles. This study will help serve as a basis for the implementation of the Equity Advocacy project that they will be leading. Online course.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDR-6200: Practicum-Equity & Change

In every learning environment everyday teacher decision-making has an impact on student learning. As sociologist Mica Pollack says, an educational opportunity is distributed and withheld 'moment to moment.' She also says, we can ensure within our own schools and classrooms, necessary opportunities to learn and thrive are provided, and distributed equitably. The goal of this practicum is to engage students in a cycle of inquiry around equity in their own teaching practice. Working with their advisor, students will reflect upon and identify important ways in which they might make their practice more equitable in terms of student learning outcomes. They will investigate their own learning needs and equip themselves with additional resources and information that they may need to carry out these improvements in practice. Students will then begin implementation of their cycle of inquiry and reflect on the results of their efforts. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project, and help connect teachers with resources specific to the challenge they face.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

EDR-6900: SIS-Practicum Curriculum

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDR-6920: Practicum-Child Study

In this practicum, students will attend to children with the goal of seeing them more clearly and better understanding their strengths as people, learners, and community members. In the process, students will examine their own teaching practice with a specific focus on the developmental appropriateness and efficacy of their curriculum for a specific student or subset of students in their classroom or program. Ongoing observation, reflection, and consultation with the student advisor will inform student practice, allowing them to adjust their approach to include and support children more fully. This practicum encourages teachers to take a descriptive stance and bring open-minded curiosity to their work with children or older learners. It is designed to be carried out in the context of whatever natural professional learning communities already exist in their school and district. Advisers will assist students with the development of a cycle of inquiry related to this practicum.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

EDR-6940: Practicum-Curriculum

Each concentration within the Experienced Educators program provides multiple opportunities for students to apply their learning to their classroom. We know that teachers are constantly adapting and creating materials to capture their students' interests and meet student learning goals set by the teacher, by the district or by state standards. The Curriculum Design practicum provides an intensive semester in which students will engage in a cycle of inquiry around the

routine changes that they make as they teach. Working with their advisor, students will develop a question or set of questions about their curriculum work. Then using student work, observations of student learning, and whatever assessments are part of their normal teaching, they will evaluate the impact of their efforts on the students they teach. Emphasis will be placed on developing a regular cycle of inquiry that will allow teachers to more effectively, and honestly evaluate their own performance on a routine basis. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project and help connect teachers with resources specific to the challenge they face.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

EDT (Theory Philosophy Foundation)

EDT-5100: Landscape Analysis & Design for Nature Play & Learning

The natural world both invites and supports play and learning. This course focuses on how outdoor spaces can contribute to early childhood education. It uses site assessment, analysis and schematic design as tools to reveal the potential of a location for a nature-based early childhood program. Students will engage in a hands-on sequence of exploration together, imagining how an actual outdoor space can be transformed by using and modifying the existing landscape. Each student will apply understanding through creating a schematic design. Learn how to use boundaries, pathways, and destinations to support play and learning, how experiences in nature can support early childhood learning standards, and deepen your understanding of your role as teacher.

Min. Credits: 1.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

EDT-5100.SB: Landscape Analysis & Design for Nature Play & Learning

This course explores how experience in nature promotes engagement with the early childhood standards by understanding the roles of the teacher, the child, and the environment. It includes using and modifying the existing landscape, site assessment, analysis and schematic design as tools to study the strengths and weaknesses of your location for a nature-based early childhood program. The topics also include establishing boundaries, pathways, and destinations to support play and learning.

Min. Credits: 1.5

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

EDT-5140: Buddhist Frameworks / Reflect on Teaching

In this course, and throughout the whole year of the Certificate Program, participants will strengthen their mindfulness meditation and mindfulness practices in the midst of their work and their lives. Additionally, they will study, learn, and understand core Buddhist concepts and frameworks that support a mindful perspective on their work as educators. Finally, they will develop skill in mindful inquiry using educational reflective practices and Buddhist frameworks.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Online (asynchronous)

EDT-5200: Awareness Body Mind Heart; Path to Change

Buddhist thought and practice encompass the body, mind and heart as a focus for learning, understanding and action. Most recently, research studies in neuroscience have shown the explicit and visible (through FMRI) relationship between body, mind, heart and brain function. In this course, participants will examine some of the most recent studies in neuroscience and their applications to teaching, learning, and one's particular educational context. There will be equal emphasis on application and reflection within one's educational context and the ongoing development of mindfulness meditation practice and personal daily life mindfulness practices. Of the three courses in the Certificate Program, this one will highlight the scientific nature of mindfulness practice and how it is possible to see, apply, verify, or modify based on the first-order data received through the body, mind, heart and brain change process that is every human being. In the final online discussion and submissions, Participants will shape and define the pathways to change that they intend to explore or deepen in order to lead toward greater freedom and joy in their educational contexts and at the heart of teaching and learning.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Online (asynchronous)

EDT-5220: Human Development Teaching & Learning

The goals of educational programs are sometimes at odds with the cognitive and emotional realities of teachers and learners. Finding balance both internally and externally can help an educator to move beyond momentary limitations in order to create new learning possibilities. In this course, educators gain new insight into the moment-to-moment reality of their professional lives through a renewed understanding of human psychology and human development across the lifespan as well as the integration of kindness,

compassion, and equanimity practices. Online study and discussion familiarizes participants with concepts and terms in the more recent literature of education and psychology as well as readings from Buddhist scholarship and the mindfulness in education literature.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-5320: Conceptual Development

This course is focused on children's ideas and points of view, and on the intersections of learning, teaching and curriculum. Framing questions include: What does it mean to know something? How do children figure things out, and how can we access their evolving ideas? As we consider children's capacity to make meaning, we'll reflect on our own role in the learning process and how we, as teachers, can engage children in the critical exploration of subject matter and encourage understanding to develop. The perspectives of Duckworth, Freire, Paley, Piaget, Vygotsky and a range of classroom teachers will inform our thinking, as will research projects carried out with children.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-5342: Trauma and Grief Informed Teaching

This course is created to support the empathetic practices of the students who will develop insights, capacities and methodological tools needed to approach human situations encountered in their professional environment as school leaders, community workers, or in private healing practices. Trauma and grief will be addressed to help understand psychological, spiritual and psychophysical foundations of human consciousness.

Understanding cumulative stress, collective trauma, trauma outreach, and addressing grief are important aspects of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-5360: Childhood & Nature

When children have access to free play in natural areas, they do the same things, around the country and around the world. They make special places, go on adventures, develop fantasy games, go hunting and gathering, craft small worlds. These recurrent play patterns can be used as design principles to help structure engaging outdoor activities with children. During our days together, we'll recollect our own favorite childhood experiences and we'll spend time outside exploring some of these recurrent play patterns. We'll discuss the research on the relationship between childhood play in nature and environmental behavior in adults. Then we'll use these experiences to design new approaches to nature programming at schools, nature centers, and environmental programs.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-5450: Philosophy of Education and Change

Philosophy of Education and Change looks at key philosophical influences on our American education system. This class helps students explore multiple perspectives in the quest to expand educational equity and opportunity for all, while respecting the uniqueness of each learner and the complexities inherent in institutional organization and change. As a result of this class, students will gain a better understanding of the antecedents of our current educational dilemmas and develop the capacity to

more critically evaluate trends in the political and social context of education in the 21st century. Students will look at the impact of systems thinking and systemic change theory on educational institutions and will use this knowledge to help them in their work as change agents and leaders in their schools and communities. Online course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDT-5460: Teacher Facilitation in a PBL Classroom

Explored in this course are the multi-faceted roles of a teacher designing and implementing problem-based learning into her/his teaching. Strategies for effectively crafting, coaching, scaffolding, and assessing student problem-solving is integral to successful PBL. At the center of this course will be the utilization of the Experiential Learning Cycle. Essential questions that frame this work and the course objectives will be: How do we as teachers effectively and appropriately facilitate or coach students in a PBL experience? What needs consideration in the student's developmental level or learning style? How do we utilize the experiential learning cycle to facilitate the learning, have students reflect on their learning, and connect one learning experience to the next? Online course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDT-5470: Tech Tools Classroom for All Learners

This course builds a collaborative understanding of modern teaching and learning, its roots and its opportunities. We will explore when and how to use technology-and when not to in order to best magnify the power of content areas such as math, arts, and science. This course will help participants identify

and assess the resources available to them in their schools as well as how to best use those tools in their own instruction in all content areas in ways that support all learners (and plan for the careful selection of new resources). Participants will explore methods of developing online portfolios and develop a portfolio demonstrating their use of a wide variety of tools in the classroom. Online Course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDT-5500: Critical Skills Classroom Immersion

Critical Skills Institutes are truly an experience. In our Level 1 Institutes, educators are immersed in a Critical Skills Classroom. Participants explore problem-based, experiential, collaborative, and standards-driven learning. They examine how these components can be successfully utilized to target Critical Skills development within curriculum frameworks focusing on the role of the teacher in the areas of designing curriculum, guiding students, and assessing performance. They develop the knowledge, skills, and dispositions needed to build and maintain a dynamic and responsive classroom community.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-5720: Human Development Childhood

Good teaching stems from a grasp of the principles and purposes of human development. A vision of development provides the biological and philosophical underpinnings of informed education. By examining the 'plan' which directs human growth, we find a basis upon which curriculum can be built. Without this perspective, schooling can become arbitrary and heartless. In this course, we first aspire to discover the universal characteristics of being

human while also searching out that which is unique in each of us. To accomplish this, we will pursue theoretical and narrative accounts of development and attempt to reflect on our lives. One of a teacher's greatest resources is her ability to recall what it felt like as a child. Readings will be from Kegan, Crain, and a variety of other provocative developmental theorists.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-5760: Evolving Consciousness

This course is the sequel to the introduction of anthroposophical concepts presented previously. During this term, world evolution and occult history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. student research projects will be presented and discussed. An outline component will be presented to students prior to the beginning of the course in July.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-5820: Anthroposophy-Projective Geometry

Through the development of freehand and exact geometrical drawings, students will experience geometry as inner movement and as a process of disciplined imaginative thinking. Students will be introduced to the teaching of geometry from grade 1-12.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-5840: Human Development

This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolph Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching, coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-5860: Evolving Consciousness & Philosophy

This course is the sequel to the introduction of anthroposophical concepts presented in the summer. During this term, world evolution and esoteric history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Steiner's relationship to other educational philosophers and the history of educational thought will also be considered. We will start each session by playing the recorder.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-6070: Foundations of Human Experience

This course will include a detailed seminar study of Steiner's 14 lectures entitled Foundations of Human Experience given to the first Waldorf teachers. The text provides the philosophical foundation for the Waldorf approach, characterizing the major principles from which the Waldorf method of teaching children of all ages has developed. The

course will be augmented by an artistic component. Students are required to read the text before the course begins.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-6130: Foundations of Human Experience II

This course will focus on an integrative approach to the study of human being developed by Rudolf Steiner and Armin Husemann among others. The functional morphology and development of the threefold human being and organ systems will be examined through different approaches.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-6140: Education for Social Renewal

This independent study course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired, enthusiastic? Students will share their research on topics chosen the previous summer, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a paper, quotations selected from the readings, and a review submitted by the journal partner. Online course.

Min. Credits: 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

EDT-6160: Principles of Sustainability

This course will cover the foundational scientific principles that govern all sustainable systems. It will focus on three scientific laws: the law of limits to growth, the second law of thermodynamics which exposes the dangers of increased energy consumption, and the law of self-organization which results in complex, integrated, highly efficient, stable systems. These laws will be examined at various spatial and temporal scales in biological and ecological systems to show how they function in the world around us. We will then apply them to the examination of human systems - organizational, social, economic, and political as well as intentionally designed systems. Students will learn how to evaluate, from a foundational perspective, why practices or policies will either support or thwart sustainability in any system.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-6190: Compassionate Action in the World

Compassion and compassionate action in education can be informed by a framework that points to a new and fresh understanding of the source of distress in oneself, one's students and one's colleagues. The framework is known as the eight worldly conditions and it posits a sequence of four opposite conditions that are ever changing and impersonal. These four opposites are: pleasure and pain, gain and loss, praise and blame, and fame and disrepute. Understanding distress from the perspective of this framework can help educators to recognize and to shape compassionate action as the most caring and useful response to distress. Through readings and presentations, this course presents the eight worldly conditions and three mindfulness-compassion practices that can help educators to directly connect with their own experience and to wise, compassionate action in the midst of their classrooms

and educational contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

EDT-6200: History & Practice of EFS

This course is an introduction to Educating for Sustainability, providing an overview of the philosophical, historical, and theoretical underpinnings of EFS. We will study the evolution of EFS during the past quarter century as we clarify for ourselves the meaning of the terms sustainability and educating for sustainability. Beginning with a review of the historical initiatives and events that gave rise to EFS, we will explore the conceptual components of this field, while simultaneously considering our personal perspectives on them. Then we will turn our attention to the strategies and guidelines applied in the practice of EFS, gaining global perspective by researching implementation of EFS in a variety of contexts. Students can expect course work to include: reading, discussion, individual and group projects, reflective and expository writing, and oral presentations. For the final project in the course, each student will submit an overview and critique of an institution or curriculum as seen through an EFS lens.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-6220: Mindfulness Practices for Educators

In Mindfulness Practices for Educators, we explore the core practices through demonstrations, guided experiences, and experiential group activities. In discussions, we explore both the philosophical underpinnings as well as the recent research findings in brain research on the impact of mindfulness on children and adults. Equally important, we discuss the many applications of mindfulness to the teacher's

practice and to classroom contexts.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EDT-6260: The Developing Mind

Acting on the belief that everyone is a learner and can learn, teachers will explore theories of child and adult development and current research on brain development and human learning. They will use this information to examine their beliefs about students and learning and to critically reflect on their teaching practice, their work with colleagues and their own professional growth. The course will specifically explore how cognitive, moral, and self-identity development should guide the organization of classrooms and learning experiences. The course will also explore the intersection of student and adult development in classrooms. Teachers are also on a developmental journey and our own level of self-awareness and our capacity to create learning environments that are emotionally safe, kind and effective depend in part on understanding ourselves and the relationship between our developmental needs and the needs of the students we serve. This class will also explore this element intersection of teacher and student development.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-6500: Adv Topics in Nature based Early Childhood

This course provides a crediting vehicle for students who participate in a variety of workshops and conferences at Antioch New England and other nature-based early childhood workshops and conferences around the country. Students can participate in the Starting Out Right and In Bloom annual seminars and conferences and receive credit

for participation plus additional work. Similarly, students could participate in similar conferences at the Irvine Nature Center in Maryland or the Chippewa Nature Center in Michigan and complete additional work coordinated by a core faculty member.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDT-6900: SIS-Theor/Philos Found

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDT-6902: Sis-Philosophy of Education

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDT-6904: SIS-Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

EDU (Education)

EDU-1510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

EDU-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

EDU-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

EDU-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

EDU-3800A: Educational Foundations III

This course introduces new students to Antioch University Los Angeles, preparing them to make the most of their time at this unique educational institution. Students develop a good sense of AULA's learning community, the more than 150-year history of the university, the philosophies of education that inform the undergraduate program, and the culture of the AULA classroom. In order to promote a challenging, respectful, and creative learning environment, the course focuses on issues of diversity, difference, the relationship of social justice to higher education, as well as the place of identity and experience in the classroom. In this course students develop an educational plan tailored to the individual student as well as institutional requirements. They also acquire a familiarity with the concepts of critical reading and writing; an understanding of what is meant by social justice, examining its place in students' lives as individuals and in AULA as an institution. Students consider how issues of social justice play out in terms of

diversity, discrimination and multiculturalism in the classroom and in education as a whole. They also acquire an understanding of the place of identity and experience in the classroom, including the concepts of experiential learning in higher education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

EDU-3900C: History & Contemporary Issues Schooling African-Americans

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Workshop

EDU-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

EDU-4530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

EDU-5010: Becoming a Trauma Informed Educator

Designed for the classroom based or connected practitioner this course focuses on recognizing the behaviors associated with childhood trauma and seeks to teach the practitioner to prepare an environment that is sensitive to traumatized persons and to respond to young people that experience the psychological, physiological and social-emotional

deficits associated with experiencing trauma during childhood. The practitioner will gain an overview of the services available for children and families experiencing trauma. Practitioners will discuss the importance of self-care and explore methods for establishing and maintaining appropriate professional boundaries when working closely with children and families experiencing trauma.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5011: Introduction to Becoming a Trauma Informed Educator - A

This is the first of a two part introductory course and designed for the classroom based or connected practitioner. The course focuses on recognizing the behaviors associated with childhood trauma. It seeks to teach the practitioner to prepare an environment that is sensitive to traumatized persons and to respond to young people that experience the psychological, physiological and social-emotional deficits associated with experiencing trauma during childhood. In this course students will gain an overview of the services available for children and families experiencing trauma.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5012: Introduction to Becoming a Trauma Informed Educator - B

This is the second of a two part introductory course, designed for the classroom based or connected practitioner and focuses on recognizing the behaviors associated with childhood trauma. It seeks to teach the practitioner to prepare an environment that is sensitive to traumatized persons and to respond to young people that experience the psychological, physiological and social-emotional deficits associated with experiencing trauma during childhood. In this

course students will gain additional understanding of the services available for children and families experiencing trauma.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5020: Physiological, Psychological, and Developmental Effects of Childhood Trauma

Designed for the classroom based or connected practitioner this course focuses on understanding the ways that experiencing trauma during childhood alters the typical developmental progress of childhood. The practitioner will learn how trauma affects brain development, how childhood trauma affects a person physiologically, and how behaviors often attributed to psychological disorders are directly correlated to the person's experience of trauma during the developmental milestone years of childhood. Theories of neuroplasticity and sequential development and their application to childhood trauma will be explored.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5030: Connecting the Community with Those Affected by Childhood Trauma

Designed for the classroom-based or connected practitioner this course focuses on the connections among families, educators and the community needed to foster the healing of a person that has experienced childhood trauma. The course includes information on how to communicate in a non-assuming way with family members to promote collaboration on behalf of the student. Additionally, the course will focus on how to promote student advocacy and support while following school policies, legislation, and working with other organizations such as the juvenile justice system.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5040: Trauma Sensitive Learning Environments

Designed for the classroom based or connected practitioner this course applies knowledge of the physical and psychological effects of trauma on children within the whole of the school community. Different school structures and policies will be examined for their possible positive and negative impact on children who have experienced trauma. A focus of this class will be on adapting existing school environments to maximize learning opportunities for affected children, including how teachers can structure their instruction and classrooms for those affected by trauma.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-5060: Leadership and Well-being Trauma Informed Supervision

This course is designed for practitioners who are ready to apply trauma informed principles to creating emotionally healthy work spaces and teams. Students will explore how to help team members care for themselves and others in ways that build positive relationships, allow for proactive problem solving and foster productive communication. Students will learn principles of building culturally responsive, resilient and relationship focused teams; expanding on the information required to be a trauma sensitive educator toward being a restorative leader.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

EDU-7100: Social, Philosophical, and Historical Contexts of Education

In this class students bring the problem of practice they identified during the application process and begin to explore it through the lenses of equity, social justice, and historical context. Students are asked to examine their own frames of reference in order to understand the origins of their personal views and how those views impact their professional practice. Students examine the historical development of educational philosophies and apply it to an essay that references at least three major educational thinkers and discuss how these works support, frame and/or challenge the students' own approach to educational practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7110: Diversity, Equity, and Inclusion

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7210: Doctoral Writing Workshop

This workshop-based seminar introduces students to doctoral-level thinking and writing across disciplines. Students will engage in critical analysis of shared readings, hone their ability to construct coherent, evidence-based arguments, and participate in a workshop model to receive and provide constructive peer feedback. Additionally, students will explore the purpose of a literature review and examine processes for conducting and writing the literature review. Students will have the opportunity to develop the foundations for a literature review within their area of interest.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7310: Methods of Inquiry Collecting, Interpreting, and Using Data

This class emphasizes the skills a practitioner-researcher will need to generate and employ data to address problems in practice. Students develop the ability to understand strengths and weaknesses of different data gathering methods and which methods are best suited to which problems. The ethics of data use and the potential for representing multiple perspectives will be explored. Along the way they will begin gathering the literature that will inform their own action-oriented inquiry. Students will learn to use data to communicate effectively with their constituent groups. Students will expand on their review of literature that will inform their own action-oriented inquiry. This course will serve as the foundation and launching point for students' action-oriented research project in EDU-7350.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7320: Foundations of Transdisciplinary Inquiry

This course introduces students to the inquiry process and its underlying philosophical assumptions and paradigmatic approaches to the nature of reality, how we can come to know the world, and the role of values in scholarly inquiry. Students will stake out their own positions on these issues of ontology, epistemology, and axiology. Students will explore the concept of transdisciplinarity in relation to traditional disciplinary models of research and will consider the how a transdisciplinary approach to inquiry may influence the design of their own inquiries, including the formation of an inquiry question. Students will

also consider how a transdisciplinary approach influences their practice as educators and change agents.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7350: Action-Oriented Inquiry

Students will examine various forms of action-oriented inquiry. Building on previous courses on designing and conducting research, students will develop action-oriented research projects that are limited in duration. The students learn the steps involved in developing action-oriented inquiry projects, develop a project, carry it out, evaluate the results, and plan for the next steps in their project. Emphasis is placed on the educative and emancipatory functions of action-oriented inquiry's impact organizational and social change. Faculty guide and facilitate the process, while the students work with their cohort peers, present the results, and offer suggestions for refinement of their work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7400: Pedagogies of Practice

This course will facilitate students in developing their own personal pedagogy of practice essay. This is a highly reflective statement of who they are as educational practitioners and agents of change, what they believe in, and how they intend to use their pedagogical expertise in the service of social change within their own professional practice. The essay will demonstrate not only their practical commitments and strategies, but also explain how their practice is informed by relevant educational theories of learning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7500: Leadership for Social Justice Contexts of Education

Students will examine the social and political systems within which they work and how to lead change within those systems. Emphasis is on a systems approach to change and arriving at an individual understanding of leadership that is based on each student's conceptions of their role in seeking social justice through education. Students engage with their peers and scholarly leadership literature to address barriers and facilitators to change in their setting. Students will also explore various constructions of the term "social justice" and reflect the leadership implications of their preferred approach to social justice. Using the program's cross-cutting strands each student develops a written analysis of their setting (organization or community), a presentation to their cohort, and a substantial self-reflective essay on their strengths and areas for further development with regard to leadership approach, critical reflection, the use of dialogue, the significance of tacit knowledge, and coalition building for change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Students examine the planning cycle of instructional design applicable to school settings and other contexts where educational practice is conducted. Students learn to identify important learning characteristics of the people with whom they are working, using that information and the learning outcomes on which they are working to develop focused educational plans. This course takes the

stance of program evaluation and other forms of outcomes assessment as being an integral part of an effective learning organization. Best practices in the evaluation of education-based change initiatives and programs are discussed and explored in reference to the student's areas of interest.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8000: Foundations (Self-Designed)

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within the Self-Designed Specialization, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8010: Foundations of Critical Pedagogy

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Critical Pedagogy, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8020: Foundations of Humane Education

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Humane Education, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8030: Foundations of Environmental and Sustainability Education

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within critical pedagogy with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8040: Foundations of Multicultural and Anti-Racist Education

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Multicultural and Anti-Racist Education, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8050: Foundations of Social Justice Leadership

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Social Justice Leadership, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8060: Foundations of Waldorf Education

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Waldorf Education, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8070: Foundations of Social Emotional Learning

Students will deepen their scholarship into practice by exploring leading theorists, concepts, and discourses within Social Emotional Learning, with an emphasis on building a foundation for the Practice-Based Dissertation inquiry. The course may be offered as a seminar or as a directed study.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8071: Emotional intelligence for Educational Leadership

Improving education requires strengthening leadership characteristics, with leadership defined broadly under the assumption that all educators practice leadership. This course supports students in developing as change makers. The focus will be on three "lenses" of Emotional Intelligence (EQ): EQ for personal development, EQ for relationships, and EQ for transformational leadership -- key perspectives on building an inclusive and equitable school that supports the needs of diverse learners. Through experiential learning, deep conversation, assessments, coaching, and practice, students will work together to clarify and develop EQ skills. Participants will explore their own EQ and learn methods and tools to apply EQ in their role as a leader, educator, and person.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8072: The Social Emotional Learning Educator

Schools that effectively integrate Social Emotional Learning (SEL) report a more effective learning environment, better problem-solving skills for students, stronger interpersonal connections, and stronger academic performance. While most educators see the value in teaching their students to effectively understand and manage emotions, few teachers have experienced this kind of learning themselves. As a result, even experienced teachers have a limited number of strategies and techniques to systematically teach social and emotional skills. In this course, students will SEL applying knowledge, skills, and practices of SEL to their own work contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8073: Social Emotional Learning Assessment

Schools that effectively integrate Social Emotional Learning (SEL) report a more effective learning environment, better problem-solving skills for students, stronger interpersonal connections, and stronger academic performance. While most educators see the value in teaching their students to effectively understand and manage emotions, few teachers have experienced this kind of learning themselves. As a result, even experienced teachers have a limited number of strategies and techniques to systematically teach social and emotional skills. In this course, students will SEL applying knowledge, skills, and practices of SEL to their own work contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8074: Equity Coaching for Culturally Responsive Social Emotional Learning

As educational leaders, whether in the classroom, in a whole school or in a community setting, the ability to coach others is an integral part of being a culturally responsive Social Emotional Learning (SEL) educator. In this course, students will strengthen their cultural competency and use emotional intelligence and compassionate engagement to more effectively coach, lead, and educate toward equity. Students will learn effective tools from the science and practice of professional coaching (grounded in the International Coaching Federation coaching competencies) to engage and support people in their process of growth. build shared vocabulary and awareness and deepen their emotional intelligence skills for coaching toward equity.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8075: Evidence-Based Social Emotional Learning Research Project

In this course, students will select a focus within Social Emotional Learning (SEL), which may become the basis for their dissertation project. Utilizing resources drawn from the other courses in the specialization and elsewhere, students will engage in a detailed, practitioner-based study into an aspect of SEL and design an intervention, culminating in a project where they will apply learning in their professional context and demonstrate SEL's value for bringing about positive social change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8100: Special Topics (Self-Designed) I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8110: Special Topics in Critical Pedagogy I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8120: Special Topics in Humane Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8130: Special Topics in Environmental and Sustainability Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8140: Special Topics in Multicultural and Anti-Racist Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8150: Special Topics in Social Justice Leadership I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8160: Special Topics in Waldorf Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8170: Special Topics in Social Emotional Learning I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8200: Special Topics (Self-Designed) II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8210: Special Topics in Critical Pedagogy II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8220: Special Topics in Humane Education II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8230: Special Topics in Environmental and Sustainability Education II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8240: Special Topics in Multicultural and Anti-Racist Education II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8250: Special Topics in Social Justice Leadership II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8260: Special Topics in Waldorf Education II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8270: Special Topics in Social Emotional Learning II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8300: Special Topics (Self-Designed) III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8310: Special Topics in Critical Pedagogy III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8320: Special Topics in Humane Education III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8330: Special Topics in Environmental and Sustainability Education III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8340: Special Topics in Multicultural and Anti-Racist Education III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8350: Special Topics in Social Justice Leadership III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8360: Special Topics in Waldorf Education III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8370: Special Topics in Social Emotional Learning III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8600: Integrated Essay and Portfolio

Students maintain a Portfolio of their mastery of the learning outcomes required for completion of the core and specialization courses. Each time they return to a residency they will spend some time in residency reviewing their progress to date and presenting evidence to their peers and to the faculty. In an Integrated Essay, students will articulate how the five program strands are present in their work and how they have demonstrated the program's dispositional outcomes in their practice and coursework. Because the program is deeply grounded in practice, the students will demonstrate how their work applies to their practice as individuals and members of a community of practice. As students begin to think deeply about the social justice and ethical impact of their professional practice, they will find ways to demonstrate the ability to communicate that learning with others. Students will make a formal presentation of their portfolio (in person or virtually), demonstrating their learning and connecting it with their path to the Practice-Based Dissertation.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8700: Proposal

Students will be guided in developing and refining the inquiry questions for their Practice-Based Dissertation, and to selecting and providing a rationale for the action-oriented method of inquiry they will employ. Upon completing the course, students should have completed a draft research Proposal, which sets forth the nature of their dissertation inquiry, a detailed account of the methods to be used, and a contextualization of the inquiry in relevant scholarly literature. Students may defend the Proposal during the term.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8800: Pro-Seminar I

This seminar is designed to provide support for students in the process of formulating and conducting their Practice-Based Dissertation inquiry. Topics to be addressed during the seminar include the following: ongoing evaluation and assessment of action-oriented research methods, research ethics, dilemmas of working in the field, analysis, writing the dissertation, making formal presentations, and presenting and implementing research results. Students and instructors serve as a learning community, providing support, advice, and critique. Each semester, students will make a formal presentation to the class documenting the current state of their research and bringing to the class the expertise they have developed.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8802: Pro-Seminar II

This seminar is a continuation of EDU-8800.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8900: Practice-Based Dissertation I

Under the guidance of their chair, students will finalize the planning phase and begin conducting a Practice-Based Dissertation. By the end of this course, students are required to: (1) finalize and defend the Proposal, if not already defended in EDU-8700; (2) Obtain IRB approval; and (3) gather data.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8902: Practice-Based Dissertation II

This course is a continuation of EDU-8900. By the end of this course, students will continue with data collection and may proceed to analyzing data and writing their manuscript. Students may defend the dissertation during the term. If they do not, they will register for EDU-9000 Practice-Based Dissertation Continuation. Credits for EDU-8902 are not awarded until the dissertation is approved by the committee and program administration.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-8902X: Dissertation Continuation

After Term 9, there is a zero-credit continuation course each term until the dissertation is completed.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDU-9000: Practice-Based Dissertation Continuation

Students register for this course each term until the dissertation is completed and approved by the committee and program administration.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

EDUC (Education-SE)

EDUC-1220: Working with Young Dual Language Learners

Students reflect on and describe their practices in supporting first and second language development among the children and families that they work with. This learning activity supports students to develop a rich understanding of bilingual development, language acquisition processes, and strategies for scaffolding the process of acquiring a new language.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

EDUC-1300: Guiding Behavior

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe

children, professionals, and programs in action.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

EDUC-1320: Introduction to Culturally Relevant Anti-Bias Education

Students reflect on culturally relevant anti-bias educational practices, focused on creating a community that supports all dimensions of human differences, including gender identity, physical characteristics, culture, abilities, religion, indigenous status, sexual orientation, and socio-economic class. It introduces a working concept of diversity into the daily classroom that directly addresses the impact of social stereotypes, bias, and discrimination in children's development and interactions. It empowers children by giving them the tools to foster confident and knowledgeable self-identities, empathetic interactions, critical thinking skills, and activism.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

EDUC-1420: Supporting Children with Special Needs

Primary focus on noticing and responding to the needs of children with special needs or developmental disabilities. Students review the developmental milestones of infants, toddlers, and preschoolers as well as discuss developmental concerns that they have noticed in the children they work with. Participants learn about local resources and services available to children and families. The methods and materials used for early identification, intervention and inclusion of infants, toddlers and preschoolers are explored.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

EDUC-1500: Child, Family, and Community

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

EDUC-4020: Education and Soc - Foundations of Schooling in a Diverse America

This course provides an overview of the philosophical, historic, economic, political, and social foundations of American education. Students explore of a variety of educational issues and examine how schools have responded to different student populations and structural/ societal trends over time. A major goal of this course is to prepare students to make professional decisions grounded in knowledge of historical and contemporary reality and a concern for just practice in classrooms, teaching, and schools.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4080: Child Abuse & Neglect

National standards provide a framework around which teacher candidates will understand the broad scope of issues concerning child abuse and neglect, and the teacher's role in reporting prevention.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-4090: Child Development & Learning Theory

Candidates explore specific development theories and themes in child development and learning and their implications for classroom instruction and learning. Teacher candidates apply, with practical applicability, the child development theories and current research to teaching in today's world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4100: Strategies of Instruction and Assessment

Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research bases underlying ethical and just practice of instruction and assessment enable teacher candidates to develop skills using models of teaching and assessment, to understand and practice varied components of effective instruction, and to work in multicultural settings.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4380: Art/Social Studies Inquiry and Integration

Candidates use inquiry-based instructional approaches to Social Studies and Art content. Participants apply best practices in planning instruction and assessment, leveraging content integration to support student transfer of knowledge and skill across multiple contexts and domains of knowledge.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4550: Science in K-8 Education

Teacher candidates will develop an understanding of science concepts and processes through a variety of instructional methods, including inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices. Candidates develop lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4560: Mathematics in K-8 Education

This course combines content and methods based on the mathematics content standards developed by the National Council of Teachers of Mathematics (NCTM) and the Common Core Content and Practice Standards. Teacher candidates will develop an understanding of mathematics concepts and processes through a variety of teaching methods, and faculty will model a variety of instructional techniques with the integration of multicultural ideas and literature. By the end of this course, students will be able to meaningfully engage in teaching math for understanding, with content and methods that are developmentally appropriate for students in grades K-8.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4670: Literacy Issues and Methods

In this overview of critical issues in English literacy, students learn theories and practices of teaching reading, writing, and communication skills. This course considers the full spectrum of literacy with

emphasis on early and subsequent development in the comprehensive literacy of reading and writing as deeply linked and mutually supportive processes of constructing meaning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4771: Foundations for Teaching English Language Learner

This course examines principles, processes, theories, and issues in first and second language acquisition. Students will study and apply theories of first and second language acquisition and cognition to support English language proficiency, literacy, cognitive development, and academic success for English language learners. Students will become familiar with school structures, laws, and policies related to teaching ELL students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4772: Literature, Linguistics, and Language Acquisition

In this course an overview of applied linguistics, second language acquisition, and literacy development is combined with learning about literature with an emphasis on multicultural and international literatures. Students will develop knowledge and pedagogical application of linguistic aspects of the English language through literature aimed at students on the K-12 continuum. The course will also focus on knowledge, understanding, and application of Washington State's approved English Language Proficiency (ELP) Standards.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4773: Planning, Instruction, and Assessment For ELL English Language Arts & Social Studies

This course takes up teaching methods for instruction in English language arts and social studies from a social justice perspective for students whose primary language is other than English. Skills such as reading and writing, listening, speaking, and making will be addressed with a focus on differentiation. Analysis, textual study, and meaning making will also be central to the course. The course considers equitable approaches and strategies for instruction and assessment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-4774: Planning, Instruction, and Assessment for ELL Mathematics & Science

In this course, we will explore the teaching and learning of core content areas (primarily Math and Science) with English Language Learners in K-12 educational settings, with a focus on meaningful discourse. We will address broad issues of ELL education as they pertain to these content areas, including assessment and various models of ELL instruction. We will also focus on specific strategies for students based on their proficiencies in English and these content areas.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-4775: Seminar on ELL Topics in Education

This course is designed to model culturally responsive pedagogies. It is designed to be fluid in order to best meet the needs and interests of participants. It is a seminar that includes multiple perspectives from community leaders, teachers,

administrators, educational service providers, and families. Topics will address social and political issues relevant to educating K-12 ELL students and advocating on their behalf at the national, state, and local levels.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4880: Classroom Management

Students explore a range of management theories and strategies from research on social justice, equity, and the democratic classroom. Students will examine the values and beliefs inherent within each framework, especially as they pertain to populations that traditionally fare poorly in public schools. They will then develop a classroom management plan based on the theories that they have explored.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-4901: Student Teaching

During student teaching, candidates must: present a positive, professional and leadership role in the classroom and school; write, teach, assess and reflect on lesson plans, curriculum units and an instructional sample; videotape and critique two lessons; secure feedback from the host teacher and faculty supervisor and refine one's performance accordingly; and participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience.

Min. Credits: 1.0 **Max Credits:** 9.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Student Teaching

EDUC-4911: Support Seminar

Students focus on preparation of the endorsement portfolio.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5020: Education and Soc - Foundations of Schooling in a Diverse America

This course provides an overview of the philosophical, historic, economic, political, and social foundations of American education. Students explore of a variety of educational issues and examine how schools have responded to different student populations and structural/ societal trends over time. A major goal of this course is to prepare students to make professional decisions grounded in knowledge of historical and contemporary reality and a concern for just practice in classrooms, teaching, and schools.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5040: Diversity and Equity

Students begin by constructing a critical and historical context for today's issues of race, class and gender, then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This exploration is associated with all social groups, especially those with less power, privilege, status and wealth. How students and teachers from diverse backgrounds can deal with cultural differences in the classroom is addressed.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5080: Child Abuse & Neglect

National standards provide a framework around which teacher candidates will understand the broad scope of issues concerning child abuse and neglect, and the teacher's role in reporting prevention.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-5090: Child Development & Learning Theory

Candidates explore specific development theories and themes in child development and learning and their implications for classroom instruction and learning. Teacher candidates apply, with practical applicability, the child development theories and current research to teaching in today's world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5100: Strategies of Instruction and Assessment

Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research bases underlying ethical and just practice of instruction and assessment enable teacher candidates to develop skills using models of teaching and assessment, to understand and practice varied components of effective instruction, and to work in multicultural settings.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5101: Learning Theory, Instruction and Assessment

Teacher candidates explore underlying ethical and effective practices of instruction and assessment. This enables them to develop skills and design lessons that ensure thoughtful use of data and assessment to enhance student learning, to understand and practice varied components of effective instruction, and to work in multicultural settings. Candidates explore specific cognitive development theories and their implications for classroom instruction and learning. They apply those development theories and current research to teaching in today's world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5110: Curriculum Studies & Reflective Practice

Consideration of major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs); investigates their pedagogical, social and political origins within American culture; and examines critiques of these orientations particularly from the perspectives of children and adolescents from non-dominant American cultures.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5201: Creating a Professional Learning Community

Developing the professional skills and dispositions for urban environmental work depends on the creation and maintenance of a productive and supportive professional community. This course focuses on how professional learning communities are created, supported and used to further the outcomes of urban environmental education through

cultural fluency, partnership development, clear communication and strategies for change.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5210: Future of Environmental Learning

This course presents students with an opportunity to review, assess, and envision the most significant trends that impact environmental learning, emphasizing the challenges of perceiving global environmental change, covering ecological, existential, and political dimensions, paying special attention to the conceptual approaches that deepen awareness and lead to visionary thinking. Participants survey important academic trends in environmental studies, culminating in an exploratory taxonomy of ideas and themes and reflect on the four interconnected challenges intrinsic to environmental learning-sustainability and natural resource extraction, cosmopolitanism and tribalism, social justice and oligarchic concentration, community democracy and plutocracy. Students discuss engaging, emergent metaphors for environmental learning-biospheric perception, cosmopolitan bioregionalism, ecological diaspora, constructive connectivity, ecological imagination, improvisational excellence, and perceptual reciprocity.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5230: Creative Strategies How Formal Schooling Shapes Urban Environmental Education

Urban environmental education, either in or outside of the school day, can be made more relevant and meaningful for young people when we understand the context of their urban school system and current trends in classroom learning. Students will reflect

upon their own school experiences to better understand how formal schooling shapes how and what we learn. In this course, graduate students will explore the demands and opportunities of working with school-aged children as well as best practices in leveraging partnerships with schools. Students will consider trends in formal education (topics may include science learning, social studies, or culturally responsive teaching approaches), the role of the schoolyard and community, and the value of nonprofit partnerships.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5240: Urban Planning and Participatory Action

This class is an introduction to the aspirational advancements that we can take to make sustainable the ecology of the city. This is an exploration to better understand the integration of ecological and human systems within and around built settings. By way of examples of recent planning, design, and innovation students will consider the challenges facing urban residents including air and water quality, access to food, population growth and sprawl, environmental health, environmental justice, and climate change by exploring the expression of ecosystem services in cities, with a focus on human health and wellness and biophilia. Students will explore and understand the scientific and technological foundations of urban ecological systems and their interface with human communities and infrastructure.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5250: Urban Environmental Ed Capstone or Portfolio

The Portfolio will serve as an exhibition of learning as well as means to highlight professional skills and knowledge. The portfolio will organize student writing, research, projects, investigations, lesson plans, etc. in a way that provides access to evidence addressing the UEE program outcomes. Using theories, practices, experiences and evidence from classes, any external workshops attended and the Legacy project and artifacts from the practicum experience, students will create a final portfolio that demonstrates mastery of urban environmental education and/or civic engagement/collective action. The Capstone is a comprehensive finished product that exhibits the educational knowledge, skill and abilities gained during the program.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5320: Multicultural Environmental Education Strategies and Tools

Multicultural Environmental Education (MCEE) is an approach to environmental learning and community level engagement that draws on four related fields of research, practice and action: multicultural education, critical pedagogy, environmental justice, and environmental education. The fundamental objective of Multicultural Environmental Education as a field, is to connect environmental learning to the lived cultural lives of students, families and communities, and by so doing, enhance the relevance of educational experience, support student achievement and activate the power of positive environmental and social change. As importantly, MCEE provides a means of awareness and understanding for educators of the power dynamics of the teacher-learner-school (or program) relationship with the goal of 'democratizing' learning and the educational environment through action.

Min. Credits: 2.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5325: Multicultural Environmental Leadership Strategies and Tools

This seminar takes a deep look into strategic approaches and practices to systems change in the urban environmental context. We will explore the personal and institutional characteristics of leadership applied to issues of systems change in education and community at the neighborhood scale, and through the lens of politics, economics, culture, race, and gender. We will utilize case studies, texts, experiential wellness practices such as mindfulness, and reflection on experiences gleaned from the previous seminar's work. The seminar commences with a weekend workshop to transition to issues of multicultural leadership and then meets weekly in a classroom setting and at selected field sites.

Min. Credits: 2.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5360: Urban Ecology: System Change and Impact

This course is focused on urban observation and investigation. Seattle is a city drastically shaped by not only the cultural landscape and the natural setting, but also the intersection of the two. Human impact in the city has drastically altered the natural features, and how we engage with the natural world and systems of Seattle. These deliberate and planned actions continue today. As sustainability and social equity begin to shape the goals for our impact on urban nature, it is important that we understand the context in which these decisions are being made. This course will provide a foundation in urban ecology and the history of place.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5380: Art/Social Studies Inquiry and Integration

Candidates use inquiry-based instructional approaches to Social Studies and Art content. Participants apply best practices in planning instruction and assessment, leveraging content integration to support student transfer of knowledge and skill across multiple contexts and domains of knowledge.

Min. Credits: 2.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5391: Art/SS Inquiry and Integration & Pacific NW History

Candidates use inquiry-based instructional approaches to Social Studies and Art content. Participants apply best practices in planning instruction and assessment, leveraging content integration to support student transfer of knowledge and skill across multiple contexts and domains of knowledge. Candidates will evaluate the role of historical events and themes and how they shape the present and future in the history of the Northwest, the United States, the world, and tribal, indigenous, and diverse cultures.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5460: Leadership and Reform

This is an overview of the wide landscape of educational change in society, present and past. Students gain a broad perspective on the critical issues of reform and innovation in order to evaluate systematically the merit and effect of change projects, and to take important and meaningful

leadership roles in projects of interest and concern to them.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5520: Instructional Methods: Science

Teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices.

Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5550: Science in K-8 Education

Teacher candidates will develop an understanding of science concepts and processes through a variety of instructional methods, including inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices. Candidates develop lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5560: Mathematics in K-8 Education

This course combines content and methods based on the mathematics content standards developed by the National Council of Teachers of Mathematics (NCTM) and the Common Core Content and Practice Standards. Teacher candidates will develop an understanding of mathematics concepts and processes through a variety of teaching methods, and faculty will model a variety of instructional techniques with the integration of multicultural ideas and literature. By the end of this course, students will be able to meaningfully engage in teaching math for understanding, with content and methods that are developmentally appropriate for students in grades K-8.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5570: Mathematics in Elementary Education I K-3

This combined content and methods course is based on the mathematics content standards developed by the National Council of Teachers of Mathematics (NCTM) and Washington state including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability. Teacher candidates will develop a deep understanding of the field of mathematics relevant to elementary education and how it may be taught through a variety of methods. Candidates explore the areas of number sense, algebraic sense, and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques that also embed the concepts and principles of multicultural education. This course is repeatable for credit. Students must complete 6 credits of this course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5580: Instructional Methods Health, Fitness and Safety

Candidates explore current issues around children's health and safety from a variety of perspectives. Central foci include integration of health, fitness, and safety curricula into other content areas and integrating healthful practices into students' daily lives. Teacher candidates design units of instruction that assist students in establishing healthful daily practices in and out of school. Candidates are trained on professional responsibilities concerning issues of abuse and neglect, and on the knowledge and skills needed to recognize and respond to emotional and behavioral stress in students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5590: Mathematics in Elementary Education II 4-8

This course continues the work from EDUC557 combining content and methods based on the mathematics content standards developed by National Council of Teachers of Mathematics (NCTM) and Common Core State Standards, including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability. Teacher candidates develop an understanding of mathematics concepts and processes through a variety of teaching methods. They explore the concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques with the integration of multicultural ideas and literature. An examination of the content standards developed by the National Council of Teachers of Mathematics (NCTM) including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5640: Literacy Issues and Methods Integrated Reading and Writing K-3

In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. This course considers the full spectrum of literacy with first emphasis on early development in interrelated reading and writing grades K-3. Second emphasis is given to subsequent development (grades k-8) in the comprehensive literacy of reading and writing, as deeply linked and mutually supportive processes of constructing meaning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5660: Literacy Issues and Methods I Integrated Reading and Writing 4-8

In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. This course considers the full spectrum of literacy, emphasis is given to subsequent development (grades k-8) in the comprehensive literacy of reading and writing, as deeply linked and mutually supportive processes of constructing meaning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5670: Literacy Issues and Methods

In this overview of critical issues in English literacy, students learn theories and practices of teaching reading, writing, and communication skills. This course considers the full spectrum of literacy with emphasis on early and subsequent development in the comprehensive literacy of reading and writing as deeply linked and mutually supportive processes of

constructing meaning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5771: Foundations for Teaching English Language

This course examines principles, processes, theories, and issues in first and second language acquisition. Students will study and apply theories of first and second language acquisition and cognition to support English language proficiency, literacy, cognitive development, and academic success for English language learners. Students will become familiar with school structures, laws, and policies related to teaching ELL students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5772: Literature, Linguistics, and Language Acquisition

In this course an overview of applied linguistics, second language acquisition, and literacy development is combined with learning about literature with an emphasis on multicultural and international literatures. Students will develop knowledge and pedagogical application of linguistic aspects of the English language through literature aimed at students on the K-12 continuum. The course will also focus on knowledge, understanding, and application of Washington State's approved English Language Proficiency (ELP) Standards.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5773: Planning, Instruction, and Assessment For ELL English Language Arts & Social Studies

This course takes up teaching methods for instruction in English language arts and social studies from a social justice perspective for students whose primary language is other than English. Skills such as reading and writing, listening, speaking, and making will be addressed with a focus on differentiation. Analysis, textual study, and meaning making will also be central to the course. The course considers equitable approaches and strategies for instruction and assessment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-5774: Planning, Instruction, and Assessment For ELL Mathematics & Science

In this course, we will explore the teaching and learning of core content areas (primarily Math and Science) with English Language Learners in K-12 educational settings, with a focus on meaningful discourse. We will address broad issues of ELL education as they pertain to these content areas, including assessment and various models of ELL instruction. We will also focus on specific strategies for students based on their proficiencies in English and these content areas.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

EDUC-5775: Seminar on ELL Topics in Education

This course is designed to model culturally responsive pedagogies. It is designed to be fluid in order to best meet the needs and interests of participants. It is a seminar that includes multiple perspectives from community leaders, teachers,

administrators, educational service providers, and families. Topics will address social and political issues relevant to educating K-12 ELL students and advocating on their behalf at the national, state, and local levels.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5820: Creative Arts in Education

The creative arts are a powerful tool in the realm of education and for cultivating personal and professional resilience for educators. In this course, we will explore how creative processes can enhance social/emotional learning, academic learning, and community building. Students will do writing and drama exercises in each class meeting, with additional exposure from guest artists in the visual arts, theater, and dance/movement. Students will explore best practices for facilitating creative arts through planning and facilitating an activity of their choice for the other students (designed for the population of their choice). Throughout this course, students will engage in their own creative process as a means of increasing their familiarity and comfort with various mediums and modalities and expanding their understanding of common benefits and challenges when engaging in the creative arts. No experience in the creative arts is necessary, just a willingness to explore.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5830: Fundamentals of Sexuality Education

This course introduces students to the fundamental principles of Sexuality Education. Students will gain competence in curriculum development specific to human sexuality and learn basic therapeutic skills

when teaching topics around sexuality. Theories of sexuality education will be explored and students will gain exposure to research-based approaches to sexuality education. The course will use lecture, classroom discussion and experiential activities to help students design a basic epistemology for their own principles of sexuality education. * This program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 30 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online Meeting (synchronous)

Prerequisites: COUN-5240: Human Sexuality

EDUC-5860: Classroom Management I Equity, Democracy, and Group Dynamics

Students explore a range of management theories and strategies from research on social justice, equity, and the democratic classroom. Students will examine the values and beliefs inherent within each framework, especially as they pertain to populations that traditionally fare poorly in public schools. This is a practicum course integrated into the pre-internship Teaching Experiences.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5870: Classroom Management II Individual and Group Dynamics

Students develop a classroom management plan based on management theories and strategies from research on social justice, equity, and the democratic classroom studied in Classroom Management I. This is a practicum course integrated into the pre-internship Teaching Experiences.

Min. Credits: 1.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: EDUC-5860: Classroom Management I

EDUC-5871: Classroom Management II Individual and Group Dynamics

Students develop a classroom management plan based on management theories and strategies from research on social justice, equity, and the democratic classroom studied in Classroom Management I. This is a practicum course integrated into the pre-internship Teaching Experiences.

Min. Credits: 2.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: EDUC-5860: Classroom Management I

EDUC-5881: Classroom Management

Students explore a range of approaches to developing classroom communities, routines, relationships and structures that support social justice and equity in K-12 classrooms. Students critically consider traditional approaches to classroom management as well as the consequences of those traditional approaches for schools, students, families, and communities. Students draw on their ongoing work in public schools to imagine alternative approaches to "classroom management" and develop detailed community and relationship-building plans for their future classrooms.

Min. Credits: 2.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5890: Classroom Management III

Students develop a classroom management plan based on management theories and strategies from research on social justice, equity, and the democratic classroom studied in Classroom Management I and II. During the student teaching quarter, students will refine ideologies, debrief recent and relevant management situations, and review foundational basics from Classroom Management 1 and 2.

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom
Prerequisites: EDUC-5870: Classroom Management II

EDUC-5901: Student Teaching

During student teaching, candidates must: present a positive, professional and leadership role in the classroom and school; write, teach, assess and reflect on lesson plans, curriculum units and an instructional sample; videotape and critique two lessons; secure feedback from the host teacher and faculty supervisor and refine one's performance accordingly; and participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience.

Min. Credits: 1.0 **Max Credits:** 9.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Student Teaching

EDUC-5910: Support Seminar

Students focus on preparation of the endorsement portfolio.

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

EDUC-5911: Support Seminar

Students focus on preparation of the endorsement portfolio.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-5990: Independent Study

Through a specially tailored learning contract, students engage in focused study in an academic discipline or the professional field of education. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

EDUC-6000: Subject Area Concentration

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6001: ILWD Subject Area Concentration

Through a selected course, independent contract or cohort-designed seminar, students engage in focused

study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6040: Introduction to Research

An exploration of the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They learn research design with particular attention to teacher-conducted, action and participatory approaches, and consider which research orientations can help them pose and answer questions important to their work.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6070: Inquiry and Research

Designed for the educator as researcher, this explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6080: Research Project I

Each candidate selects a project of strong personal interest that involves an issue or problem central to contemporary education. The projects range widely; all address practical questions and most employ a variety of methodological research orientations.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

EDUC-6100: Inquiry Proposal

This study begins the inquiry project work. Each student develops a proposal that delineates a focus for inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a full literature review that shows deep knowledge of the conceptual fields and research studies related to students' inquiry and a description of the methodology to be used for investigation and interpretation.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: WRTG-5112: Writing in Education, WRTG-5110: Writing in Education

EDUC-6151: Integrated Master's Project I Positive Student Impact

This course is integrated into the first quarter Field Week Teaching Experience. Candidates develop a research question and hypothesis, a context of learning, and plan for and collect data on positive student impact. With guidance from mentoring faculty member, candidates begin research linking best practices to their research question. Candidates complete a critical evaluation of, and plans for instructional adjustment based on their findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Master's Project leads to a capstone

professional growth document in preparation for student teaching.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

EDUC-6152: Internship I Student Impact

This course is integrated into the first quarter Field Week Teaching Experience. Candidates develop a research question and hypothesis, a context of learning, and plan for and collect data on positive student impact. With guidance from mentoring faculty member, candidates begin research linking best practices to their research question. Candidates complete a critical evaluation of, and plans for instructional adjustment based on their findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the internship leads to a capstone professional growth document in preparation for student teaching.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

EDUC-6161: Integrated Master's Project II Positive Student Impact

This course is integrated into the second quarter Field Week Teaching Experience. During this course candidates revise their hypothesis based on assessment data collected during Master's Project I. Candidates continue research to support instructional adjustments, and plan for and apply instructional adjustment based on previously collected on positive student impact data. This stage concludes in a critical evaluation and plans for instructional adjustment based on findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Master's Project leads to a capstone professional growth

document in preparation for student teaching.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: EDUC-6150: Integrated Master's Project I

EDUC-6162: Internship II

This course is integrated into the second quarter Field Week Teaching Experience. During this course candidates revise their hypothesis based on assessment data collected during Internship I.

Candidates continue research to support instructional adjustments, and plan for and apply instructional adjustment based on previously collected on positive student impact data. This stage concludes in a critical evaluation and plans for instructional adjustment based on findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Internship leads to a capstone professional growth document in preparation for student teaching.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: EDUC-6152: Internship I

EDUC-6172: Internship III

This course is integrated into the third quarter Field Week Teaching Experience. Candidates develop a research question and hypothesis, a context of learning, and plan for and collect data on positive student impact. With guidance from mentoring faculty member, candidates begin research linking best practices to their research question. Candidates complete a critical evaluation of, and plans for instructional adjustment based on their findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Internship leads to a capstone

professional growth document in preparation for student teaching.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: EDUC-6162: Internship II

EDUC-6180: Master's Capstone Project Positive Student Impact

This course is completed prior to student teaching. Candidates have completed three pre-internship Field Teaching Experiences. During this course candidates compile a portfolio that captures their competency to plan for instruction and assessment by conducting an extended piece of critical evaluation that links data and findings from their research to wider educational contexts. Successful completion of the Master's Project Courses demonstrate a candidate's readiness to begin student teaching.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

EDUC-6191: ARTC Master's Capstone Project

The Masters Capstone Project is a synthesis of coursework and field experiences and is intended as a final course in the ARTC sequence. Candidates reflect upon what they have learned over the course of the program and design a project around a question or problem of practice, with an emphasis on community engagement, advocacy, and teacher leadership. Candidates create a written product and design a presentation in order to convey what they have learned to a particular audience.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: EDUC-5901: Student Teaching

EDUC-6200: Inquiry Development

Students who have had their inquiry proposal approved by their advisers may register for this course. These credits consist of the development of a focus and the collection of data that allows for experiential understanding of the chosen investigation. Evidence of data collection includes curriculum development work, interview transcripts, observation notes and the researcher's journals.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

EDUC-6210: Urbanizing Environmental Education

Students learn to observe, interpret and understand the factors that drive and shape urban places and that influence the urbanized culture, leading them to shape educational experiences that deepen urban ecological identity and stewardship. This class will offer readings, discussions and activities that reveal how people learn about the complexities of the urban environment - connecting people to place and their role in building healthy places in which to live and thrive. Students challenge and are encouraged to transform the current paradigms and pedagogies of environmental education by exploring the definitions and relationships that bring 'urban', 'environment' and 'education' together. Students define their personal and professional role as an urban environmental educator, considering the values, beliefs and assumptions that drive their aspirations, work and approaches to education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6220: Equity, Race, Culture and Environment Theory and Practice

Urban Environmental Education is forging a new pedagogy, a new way of engaging people in learning about place, how they are connected to socio-ecological dynamics and how their actions have an impact on the bio-geo-chemical nature of the planet. With 70% of the world's population living in cities, EE must address urban issues, systems of power and privilege, and the cultural diversity of people who live in urban places. This course constructs a critical, historical and philosophical context for today's issues of race, class, gender, sexuality, disability, and other identity markers, closely examining culture and how it affects education and learning. The perspective of equity calls attention to systemic, public policy, ethical, and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with a variety of social groups, especially those holding lesser power, status, and wealth.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6221: Seeing Systems Peace, Justice and Sustainability

This course constructs a critical, historical and philosophical context for today's issues of race, class, gender, sexuality, disability, and other identity markers, closely examining culture and how it affects education and learning. The perspective of equity calls attention to systemic, public policy, ethical, and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with a variety of social groups, especially those holding lesser power, status, and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can approach cultural differences in the classroom. This

interdisciplinary course weaves the complex challenges of peace, justice and sustainability into a coherent vision of a world that works well for everyone. Using systems thinking, students in this course will explore the interconnections of these three concepts, their principles, the systems and values that contribute to or prevent them, and approaches to solutions that will help us realize them.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6230: Non-Profit Management for Educators

The end goal of this course is to design and deliver a regional multicultural environmental education conference that addresses the intersection of social justice and environmental leadership. The first half of the course focuses on the management of non-profit organizations, providing skills in goal-setting, action planning, staff and stakeholder management, fundraising, recruitment and retention, impact and assessment. All of these skills are applied in the organization and implementation of a conference that involves local experts who are intimately involved in the work of multi-cultural environmental education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6250: Participatory Action Research Theory Theory and Practice

Leadership in urban environmental education requires one to be familiar with the language of research and evaluation and to be a wise consumer of the literature from a variety of fields. This class requires engagement in critical analysis, in-depth peer dialogue, and development of action research as a career-long habit of professional practice. Graduate students will develop their professional voice through writing and talking about research and evidence,

working as peers to recognize the kinds of research and where each is optimally applied. An introduction to educational assessment and program evaluation will provide grounding in a fast-changing and often contentious world of data-driven decision-making.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: EDUC-6251 Inquiry Series Practicum I

EDUC-6251: Inquiry Series Practicum I

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Field Study

EDUC-6260: Participatory Action Research Theory Inquiry Proposal

The goal in this course is to begin the legacy inquiry project proposal that delineates a focus for the inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation. In addition, the course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: EDUC-6261: Inquiry Series Practicum II

EDUC-6261: Inquiry Series Practicum II

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Field Study

EDUC-6270: Participatory Action Research Theory Inquiry Development

The goal in this course is to develop the legacy inquiry project proposal that delineates a focus for the inquiry, creates a more in-depth research focus for initiating inquiry and a theoretical perspective. It also includes a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation. In addition, the course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: EDUC-6271: Inquiry Series Practicum III

EDUC-6271: Inquiry Series Practicum III

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Field Study

EDUC-6280: Inquiry Report Legacy Project

The course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. An inquiry report (Legacy Project) will be completed that consists of an introduction that articulates and updates the elements of the Legacy Project, literature review, research findings and a discussion of the findings. The legacy project will delineate a focus for the inquiry, the rationale for initiating inquiry and a theoretical perspective. It will also include a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation, findings, deliverables and implications.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: EDUC-6281: Inquiry Series Practicum IV

EDUC-6281: Inquiry Series Practicum IV

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Field Study

EDUC-6351: Policy-Making, Engagement, and Action in Environmental Education and Sustainability Education

Policy-making, Engagement, and Action in Environmental Education and Sustainability Education Explore show a variety of social, economic and environmental theories, perspectives, insights and innovations can be implemented and

practiced with special attention on regional, national, and international sustainability innovations. Examines social, political and scientific considerations inherent in environmental policy and regulation.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6371: Community Engagement Strategies

This class provides exposure to real-world real-time 'collective action' approaches to community engagement. Each class begins with exposure to an organizer or activist from Seattle who is designing and delivering programs that intersect social justice and environmental issues. Students engage in discussion and reflective analysis of current programs among environmental groups, communities of color, activists for equity and inclusion in the environmental movement, governmental and policy approaches to environmental justice, race and equity. Students are responsible for designing a program plan that engages a 'community' in learning about an environmental issue or in exploring the multi-dimensional nature of a place (meaning the social, political, economic and environmental factors) or exploring an issue studied in classes like the intersection of social justice and environmental education.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6380: Complex Urban Systems Inquiry And Investigation

This class is an introduction to the socio-ecological systems that now comprise urban ecology. Early studies of urban ecology were assessments of 'native' landscapes imbedded within cities; current efforts are studies about ecology of the city to better understand

the integration of ecological and human systems within and around built settings. By way of examples of recent planning, design, and innovation we will consider the challenges facing urban residents including air and water quality, access to food, population growth and sprawl, environmental health, environmental justice, and climate change. Students will explore the expression of ecosystem services in cities, with a focus on human health and wellness and biophilia. Students will be exposed to the diverse methods of scientific investigation now being used to understand, explain and predict both social and environmental dynamics in urban environments. They will explore and understand the scientific and technological foundations of urban ecological systems and their interface with human communities and infrastructure.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6400: Education Toward Food Citizenship & Comm

Explores in breadth and depth, using the Northwest Food Shed as a case study, the systems in which food production, processing, distribution, consumption and waste pathways form a chain of interrelationships and are shaped within social-cultural, political, economic, and environmental contexts. Examines alternatives to the existing constituents of the prevailing global industrial food system that emphasize clean, fair, fresh, nutritious, local, accessible, and traditional food for all. Provides opportunities to explore designing, creating, adopting, conducting, revising, and extending place-based curriculum and programs for learning in Edible Education for young people and adults in schools and other educational settings. This is the first of four courses that make up the Leadership in Edible Education Certificate Program and Concentration. It can also be taken as a stand-alone course. This course involves a series of off-campus field classes situated in the Central Puget Sound Region.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6440: Deconstructing "the Village" Critical And Global Perspectives on Educational Contexts

How do globalization and immigration impact students, schools, and educators? How are your own life and work influenced by these social phenomena? While exploring critical theoretical perspectives, we will delve into the experiences of people whose lives in and out of the classroom are impacted by migration and globalization through fieldwork, readings, discussions, and media. Along the way, we will address various myths and realities concerning immigration and globalization as it relates to economics, culture, and education, while staying grounded in how these play out in the "local." The latter part of the course will develop according to your personal and professional interests related to the course topic. Students may choose to pursue projects on topics such as: bilingual education, neoliberalism, youth citizenship and identities, policies that affect immigrants in schools (such as refugee resettlement, the English Only movement, or the Dream Act), practices that better serve immigrant students and families, or developing a curriculum unit for their class.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6442: Becoming a Race-Conscious Educator

In this course, students will explore various dimensions of navigating discussions about race and racialization with children, families, co-workers, and education professionals. The final course projects will offer space and support to integrate students' diverse professional contexts with course themes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6444: Globalization and Immigration in Education

Students engage in focused study on the impact and influences of globalization and human migration on the field of education. Students explore key theoretical frameworks for understanding these phenomena, become familiar with significant issues and debates involving schooling in a global society, and consider how to integrate course content with their own values, identities, and work.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous),
Online Meeting (synchronous)

EDUC-6446: Theories of Change and Pathways for Action

Students explore the concept of change in their lives and institutions of which they have been a part and then consider various frameworks for change, including: inquiry, business models, network and relational models, mindfulness and listening, journalism, social media, storytelling, activism and artistic expression. We bring these considerations to a reading of current reform initiatives co-determined by class participants as a means of exploring the intersections of personal and structural change/growth and close with the creation of our own theories of change and grounded change projects.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous),
Online Meeting (synchronous)

EDUC-6448: Researching the Impact of Schools Reproducing Social Class Or Enabling Mobility?

Through this course, students explore theories of social class, reproduction and social mobility as well as related concepts including: cultural capital, performance and agency through reading research conducted in school sites. Students write about and into these theories of reproduction through completing two analytical and reflective papers and practice qualitative research by conducting interviews and field observations. Students also explore current work being done to facilitate mobility through a final research project.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

EDUC-6450: Edible Education I: Theory & Practice

Reviews comprehensively the history, theory, and critical examples of Edible Education across its physical, biotic, and educational landscape, identifying the distinct perspectives of participants and stakeholders. Explores the role of farms and other sites of food production and gathering, classroom study, gardens and habitats, lunchrooms, composting facilities, and community sites as ""places"" that root and grow curriculum and learning programs in Edible Education. Supports development of understanding designing, creating, adopting, conducting, revising, and extending place-based curriculum and programs for learning in Edible Education for young people in K-12 school and beyond-school educational settings, and for adults in school, organizational, and community educational settings. There is a course fee associated with this class. Please see the section for detailed information.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: EDUC-6420: Food in Schools and Postsec Ins

EDUC-6460: Pedagogy, Power, & Control

Participants in this course will examine issues of control and coercion within educational contexts and will pinpoint ways that both teachers and students can subvert conventional power dynamics in the classroom. Using cross-disciplinary scholars such as Michel Foucault, Paulo Freire, Angela Davis, and Michelle Fine to guide our inquiry, we will explore a variety of confining spaces: public schools, the standardized testing movement, segregated Special Education settings, the prison classroom, and higher education, among others. We will examine how power operates within these settings and how educators both perpetuate and resist traditional notions of authority. Together we will both scrutinize relations of control inherent in educational settings and we will devise ways to challenge and destabilize them in order to create more just, reciprocal, democratic classrooms.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6462: Building Responsive School, Family, and Community Partnerships

This course will look at effective differentiated practices in developing the triangulation of the school/family/community partnerships. Students will discuss the ways in which educators and administrators can create collaborative, thriving partnerships with families and communities, both at the classroom and the building level. They will learn some of the dilemmas of practice, as well as outline the possibilities that can arise from rich school/community partnerships.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6466: Researching the Impact of School Reproducing Social Class Or Enabling Mobility?

Despite the persistent narrative of the American Dream and our commitment to education's role in mitigating inequality, qualitative research done in school settings has offered tremendous insight on how social class might be reproduced and the role that schools play in this process. This course actively investigates theories of social class and reproduction through the lens of ethnographies done in and about schools and supports students to conduct new research on how current attempts to support mobility fare.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6500: Inquiry Report

A culmination of the inquiry project, the inquiry report consists of an introduction that articulates and updates the elements of the proposal, literature review, findings and a discussion or interpretation of the findings.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6710: Adult Teaching & Learning Frameworks

Students are introduced to and explore the broad spectrum of adult education philosophies and learning theories. Students will investigate, compare, and contrast various adult learning theories-both historical and current-and assess multiple perspectives for teaching diverse adult learners.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6721: Professional Opportunities in Education

This class focuses on careers that are available to those with a graduate degree in education. While many with education degrees pursue careers at colleges/universities, corporations, or the non-profit sector, the field is large and varied and this class provides students with the opportunity to explore a number of settings and careers. The format includes guest speakers from local organizations and educational institutions, and gives students the opportunity to network with those in fields that may interest them. The class also includes a focus on resume, cover letter, and LinkedIn, in which students will learn how to market themselves in their preferred fields.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6730: Teaching Toolkit

Every teaching/learning environment is different. This class provides students with an opportunity to understand research-based best practices in various adult education settings and focus on teaching techniques pertinent to their area of focus (i.e., community college, corporate, non-profit, etc.).

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6740: Improving Adult Education Through Assessment

Students will learn how to examine existing programs and create effective and supportive education programs through assessment and evaluation

techniques. Essential aspects of programs that promote learning, and assessment and evaluation models will be presented.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EDUC-6750: Internship/ Practicum

This class provides an opportunity for students to put theory into practice. Students will participate in a multi-week internship/practicum in an adult education setting of their choice. Depending upon individual settings, students may plan and implement a teaching project, analyze a current adult education program and suggest changes, etc.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: EDUC-6740: Improving Adult Edu Through Asses

EDUC-6832: Sexuality Educator Practicum

This class provides an opportunity for students to put their theory of sexuality education into practice. Students will participate in a practicum by designing which may include presenting a workshop in the focus area of their choice, plan and implement a teaching project, or analyze a current sexuality education curriculum and suggest changes, etc.

Performance expectations for each student will be built upon the prior quarter's work. *This 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.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

Prerequisites: COUN-5240: Human Sexuality

EDUC-6900: Special Topics in Education

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

ENG (English)

ENG-1100: The Art of Personal Narrative

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-1110: Writing and Responding Creating a Critical Dialogue

Last quarter, you wrote your own stories. We focused on expression and writing your world as well as using the process of writing (and the SFD). This quarter, we will build on these ideas. In addition to writing about your experiences, you'll be writing your responses to ideas and opinions of others.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-1120: Writing Critical Analysis

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-1510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ENG-2120: Library Research Methods

What is research? In what ways can one approach a question or problem in the world of academia?

Where does one start searching? How does academic or scholarly research apply to social justice and activism? This course covers the basics of research using Antioch University Los Angeles' library resources. Students are introduced to different types of information sources and shown how to access these sources as well as how to conceptualize academic research and research methods.

Recommended for all students. No grade equivalent allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENG-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ENG-2900: Voice and Style

This course assists students in developing their writing styles across all university disciplines.

Theories and principles of writing style are examined in relation to the various purposes of student writing - demonstration of learning, research, narrative, and creative writing. In each case students learn various means of developing an appropriate public voice. The ENG 291 course requires that the student work with a tutor in the writing center in addition to attending in the class.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-2910: Voice and Style

This course assists students in developing their writing styles across all university disciplines.

Theories and principles of writing style are examined in relation to the various purposes of student writing - demonstration of learning, research, narrative, and creative writing. In each case students learn various means of developing an appropriate public voice. The ENG 291 course requires that the student work with a tutor in the writing center in addition to attending in the class.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-2940: Style and Argument

This course expands the notion of argument beyond commonly held conceptions of conflict between competing points of view and suggests a wide variety of discourses and sites - from text to television, verse to video - that can be understood as practices of argument. The course covers the distinction between argument and opinion, encouraging a move from subjective writer-centered to effective reader-

centered writing strategies. It also focuses on the identification, development, and evaluation of arguments and supportive evidence. The ENG 294 course requires that the student work with a tutor in the writing center in addition to attending in the class.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-2950: Style and Argument

This course expands the notion of argument beyond commonly held conceptions of conflict between competing points of view and suggests a wide variety of discourses and sites - from text to television, verse to video - that can be understood as practices of argument. The course covers the distinction between argument and opinion, encouraging a move from subjective writer-centered to effective reader-centered writing strategies. It also focuses on the identification, development, and evaluation of arguments and supportive evidence. The ENG 294 course requires that the student work with a tutor in the writing center in addition to attending in the class.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3030: Writing Memoirs: Turning Towards Home

The time-honored tradition of the memoir has been given new vitality by contemporary North American writers. This course explores memoirs dealing with aspects of family life-childhood reminiscences, sexual rites of passage, the death of a parent, etc.- and explores family memoirs of such writers as Mamet, Price, and Erdrich.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3090B: The Art of Fiction

Students in this writing workshop will develop the craft of writing fiction. The coursework focuses on various elements of fiction - character, description, plot, dialogue, story shape, theme, language, and style, as well as more advanced strategies to evoke emotion in the reader or suspend a reader's sense of disbelief. Through discussions and reading assignments, students explore the work of various fiction writers. Through workshop, students assess the craft of peer writers, offering strategies for revision and development.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3120: Misinformation, Disinformation, and "fake News"

What sources can you trust and how do you know? The rapid growth of the internet and social media has fundamentally changed the way most people seek out and receive information. With these changes come new challenges for finding and identifying reliable sources. By conducting close, critical readings of media sources, this workshop examines how knowledge is constructed and how truth can be manipulated. Alternative facts, fake news, manipulated media, disinformation, propaganda - these concepts are not new. By examining "information ecosystems" and conducting detailed case studies of "fake news," students gain the tools and skills necessary to critically analyze and evaluate sources. Students are introduced to a wide range of media literacy tools and learn to trace claims to their original source, seek out evidence, and counter misleading or false narratives. Applying these strategies to real world cases, students will get hands-on practice identifying and evaluating online sources.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

ENG-3220A: The Art of Poetry

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3230: Life Story Writing

This one-day workshop will be an intensive introduction to the "how-to" of life story writing. The day will be a mixture of writing workshop, lecture, and literary analysis of assigned readings in order to construct a working methodology and practice for the aspiring memoir writer. Students will learn how to take the raw material of their lives and shape it into a compelling narrative using the techniques and craft of creative non-fiction. We will explore the writer's toolbox: detail/description, character development and arc, scene writing, story arc and theme and how to put those elements to best use in construction of stories. Although geared for writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how life writing is a valuable tool to self-understanding, and how creating narrative out of raw experience and memory can have tremendous therapeutic value.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3290: The Art of Screenwriting

This class uses a workshop format for students to develop the fundamental tools and techniques of screenwriting for film. It is designed to provide the

creative and film writing student with skills that cultivate an ability to create compelling narrative story lines, a nuanced understanding of the dramatic structure of screenplays, and an ability to effectively read and write in film script format. The class is designed for the screenwriting student who is prepared to originate new work and present it in a supportive and rigorous workshop setting. Work will be given a close reading by all students and the teacher in the workshop. Participants will give detailed written comments as well as engage in group critique of work. The class will seek to investigate screenwriting as a genre that is both bound by conventions but breaks with held formulas. We will reflect on the commercial versus the artistic aspects of the screenplay and the demands of each market-how can the screenplays and stories we want to tell be both personal (reflect our cultural identities) and viable in a commercial marketplace?

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3450: Writing for Social Change

This course explores the theory, meaning, conventions, and practical techniques of writing for social change. It is designed to be useful for those working in small profit or non-profit business, where a variety of writing projects must be done by the staff at hand, quickly, whether they consider themselves writers or not. The course examines the qualities of good writing that transcend any particular form: clear sentences, lively detail, smooth transitions, good story, etc. Assignments include practical applications of writing including the press release, letter to the editor, funding proposal, and grant reporting, and should include all the qualities of good, engaging writing. Students are encouraged to tailor their assignments to real world situations where they wish to use writing to support or spark positive social change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles
Method(s): Classroom

ENG-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

ENG-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Field Study

ENG-3590: Academic Research Writing Methods and Techniques

This course reviews essay writing conventions and focuses on strategies of academic writing, analysis, argument, with a close examination of research techniques and methods. The quality of the research and how we conduct research is a major concern in the age of "fake news." Students will analyze texts and research from a variety of disciplines; they will also learn various methods and techniques of research to help them construct well-researched and engaging works. Students will learn how to conduct and include highly effective research while simultaneously exercising their own authentic voice and infusing it into their academic writing. Students will employ various types of research in their paper as they examine their community of Southern California through a lens of empowerment. Students will use research to explore local people, places, or organizations dedicated to empowering underserved communities and ask themselves what they really understand about the history, efficacy, and mission of the people they investigate.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3630: Works in Progress Poetry Discussion Group

This course offers students an opportunity to explore the writing and editing processes of poetry in an in-depth manner. The notion of poet as conduit versus poet as craftsman is grounds for much debate. How certain can we be that what comes to us from our muse is as Pound said, "The best words in the best order"? We hold up to the light the roles of biography and geography and their inevitable shadow over the lives of the poets we study.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom

ENG-3670: Writing As Seeing Understanding the Poetic Self

Writing and reading poetry helps us see what is true, although that truth may take many forms and guises. Through lyric expression, students examine both the interior self and the exterior world, looking- and seeing- through the vehicles of image and world. Students engage the poetic act through free writing, poetry assignments and required reading. This course covers a range of 20th-century poets, as well as various forms and styles of poetry. Each class includes a workshop in which student work is discussed and critiqued in a group environment.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom

ENG-3680: Human Narrative and American Culture

This two-day workshop will take an intensive, critical, intersectional look at narrative and its place in American culture. Through the lens of readings in

the neuroscience of history, the social psychology behind tribalism and moral choices, and the sociology behind the history of cities, we will take a closer look at varying influences on our national narrative and how we perceive it. We will question how it can be shaped and reshaped, and the place that we, as citizens have in that narrative. Particular attention will be given to our constantly shifting present-day national narrative as it is influenced and changed daily through the news and social media. Through lectures, analysis of pre-class readings, dialogue, and in-class writing exercises, we will ask how we were formed by the narratives in which we grew up, how those narratives spoke to or ignored us, and how we can, through our own writings, social media practices, and behavior in our communities help to shape the narrative of the world in which we live.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENG-3710: Writing Magical Realism Making the Familiar Strange

This creative writing course draws upon the considerable resources of international magical realist writing in order to support students in developing new approaches to their own creative work. Magical Realism, particularly in its more classic examples, employs imaginative leaps in the context of the ordinary to problematize and playfully resist the limitations of "things as they are." At the heart of the course is the question: What is the psychological, political, and aesthetic value of imagining that which is said to be impossible? In exploring this question, we will aim to understand how the playful techniques employed by magical realist writers can address many interests and issues, including issues of social justice and forms of colonization. Furthermore, because the worlds of Magical Realism frequently explore the tension between the plausible and the impossible, the matter-of-fact and the extraordinary, creative writers studying this genre are in position to

learn how to effectively write both realism and fantasy, as well as how to create a potent balance between (and/or disturbance of) the two.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-3900: What Was Modern Poetry

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENG-3900BN: Poetry & Memory

This workshop provides an opportunity to mine our memories to awaken new, startling poems. We will explore the rich territory of ideas, people, places, and emotions from our past, and examine how memory can inform and affect our writing. Students will learn how to dig into memories from the span of their lives and will see how uncovering one memory often leads to another and another, creating fresh, imaginative work that surprises both the writer and reader. The day will be a mixture of lecture, reading classical and contemporary poetry based on poets' memories, and practicing fever writing or automatic writing, tapping into our memories and the subconscious and reading aloud to the class. Although geared for poets and writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how we can capture and utilize details from our memories to use as inspiration no matter what our discipline.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Workshop

ENG-3900CD: Writing the Body

This two-day workshop investigates the aesthetic intersection between writing and gender. Is writing by women fundamentally different from writing by men? Are there clues in how men and women apply (or ignore) the rules of grammar, syntax and structuring principles? Hints in their choice of subject matter, style, strength of voice, clarity of thought? And what about the writing produced by *trans, intersex, agender, genderfuck and genderfluid writers? Are these gendered differences in writing mirrored in the literal form and function of our differently gendered bodies? This creative writing class invites students to view these questions through the twin lenses of intersectionality and the poststructuralist feminist discourse of ?criture f?minine, conduct in-depth textual investigations, and playfully experiment with form, content and style in their own creative responses.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENG-3900N: Poetry & Dreaming

This workshop investigates the aesthetic intersection between poetry and dreaming. We will explore the rich territory of ideas, people, places, and emotions living in our dreams, and consider how we can tap into that world to create art. We will examine how dreams can inform and affect our writing, inspiring surprising scenes, and providing us with a window into our subconscious. Students will learn how to steal from their dreams to create fresh, delightful, imaginative work. The day will be a mixture of lecture, reading classical and contemporary poetry based on dreams, analyzing poetry and its use of dreams, hearing the dreams of students, practicing the writing tips and methods offered in class, and finally molding our dreams into poems. Although geared for poets and writers, this workshop will also be of value to non-writers by showing how we can capture and utilize details and knowledge from our subconscious

to use as inspiration no matter what our discipline.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENG-3930: Argument and Persuasion

This course expands the notion of argument and suggests a wide variety of discourses-from text to television, verse to video-that can be understood as practices of argument. The course covers the analysis of various forms of argument and the evaluation of arguments presented in the world. The course encourages the student to create effective reader-centered arguments using multiple writing strategies through several lenses, including opinion editorial, social media and academic argument. The student evaluates the application of supportive evidence in professional writers' work as well as for use in their own work and then generates writing through several audience lenses using qualified evidence as the primary way to support the argument.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

ENG-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

ENG-4530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

ENG-4900A: Advanced Multi-Genre Workshop

This course is the primary incubator for some of the most advanced creative writing a student will do in the BA Program at Antioch University Los Angeles. The class is designed for the experienced writing student who is prepared to originate new work or revise work in progress and present it in a supportive and rigorous workshop setting. Each piece is given a close reading by all students in the workshop. Participants give detailed written comments as well as engage in a group critique of all work presented. As space allows, students may enroll in Multi-Genre Workshop during multiple quarters. A different member of the creative writing faculty teaches the workshop in rotation over six quarters, allowing students to experience diverse bodies of literary works as well as varied approaches to textual analysis and critique. Students are encouraged to work in multiple genres within and between pieces, to press the boundaries of genre, form, intertextuality, and narrative. Enrollment in this course is contingent upon the approval of the Creative Writing Advisor.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

ENT (Entrepreneurship)

ENT-3000: Entrepreneurship

This course provides students with an in-depth understanding of entrepreneurship, the entrepreneurial process, and the vital role played by entrepreneurs in the 21st century global economy. This is a project-based course, mixing theory with practice, and challenges students to (1) explore and critique case studies; (2) apply theoretical principles and concepts to real world ideas and situations; and (3) develop and articulate their own entrepreneurial vision.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ENT-3770: E-Business & E-Commerce

This course provided students with a broad overview of the concepts and principles of e-business and e-commerce and addresses the need for all businesses, including traditional business models, to incorporate an online presence into their existing structure. Students focus on the digital value chain for eBusiness and eCommerce and including: eProducts and eServices, eProcurement, eMarketing, eContracting, eDistribution, ePayment, as well as eCustomer relationship management. In addition to business models and business webs, digital procurement and marketing processes such as electronic negotiation processes, security questions with digital signatures, as well as electronic supplier relationship management, cyberlaw, and customer relationship management are also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

ENT-3790: Business Planning & Development

Small business is the dominant form of business in the United States, and reliance on the services provided and jobs created by small companies is integral to our economic development. In this course, students identify management and financial concerns unique to the small business owner, and study models for small business growth, product or service innovation, and long-term sustainability. Students analyze the risks and rewards of potential growth opportunities and address fundamental marketing concepts, theories, principles of marketing new products in the global marketplace and the associated ethical dilemmas. Students discover the technologies that can boost competition and how to attract private investors and bankers for expansion.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle
Method(s): Classroom

ENT-3960: Independent Study

Min. Credits: 0.0 **Max Credits:** 6.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Independent Study

ENT-3980: Internship

Min. Credits: 0.0 **Max Credits:** 6.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Field Study

ENV (Environmental Studies)

ENV-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

ENV-3030: Global Justice & Ecology

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom

ENV-3040: Birds in the Field & Human Imagination

The purpose of this course is to engage a tradition that spans millennia and every culture: a human

fascination with birds. Taking a multidisciplinary approach, we will explore birds through many lens and avenues. As naturalists, we will seek out birds in the wild, experimenting with different approaches to observation. We will consider common themes in the life circumstances of birds, as well as explore the impact of human civilization on the ecology of natural habitats. Further, we will explore birds as symbols of the human imagination as expressed

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom

ENV-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

ENV-3530: Internship - Environmental Studies

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Field Study

ENV-3640: The Climate Crisis Root Causes and Remedies

Climate Disruption and, more fundamentally, the collapse of biological and cultural diversity caused by a very particular set of social, economic and political realities may represent a serious existential threat to humanity. This course draws on climate science, new ecological knowledge, traditional ecological knowledge, political-economy and systems thinking to understand the scale, pace and implications of the climate crisis; its root causes; and the advocacy, organizing and activism that is grappling with how we navigate it.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

ENV-3900D: The LA River

No river, no Los Angeles. That was, according to the Spanish King, one of the chief rules of settlement in the New World. The Tongva, had lived along the shifting banks of what is now officially referred to as The Los Angeles Storm Control Channel, for possibly as many as seven millennia prior to King Phillip's pronouncement. During the course of a full day, the class visits six sites along the river. Along the students explore the rich history of the river, its unique original character and the process by which it has become perhaps the first lost river in North America if not the world. The class discusses the importance of the river as part of the watershed of the greater Los Angeles Basin, as well as the effects on adjacent ecosystems along its 71 miles resulting from a human settlement process which ultimately resulted in its channelization. The discussion concludes with an overview of environmental and civic activism that has resulted in the possibility of an exciting future restoration process for the river that would benefit mostly those inner-city residents who live along its banks. No grade equivalent allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ENV-4200: Environmental Health & Justice Principles, Policies and Practice

Poor and people of color communities have been disproportionately impacted by environmental harm from resource extraction, pollution, land-use, dangerous work and restricted access to the necessary resources to sustain healthy lives and livelihoods. This unfair burden is known as environmental injustice. The course takes an intersectional, systems-thinking approach to examining the complex problem

of environmental injustice. Some of the questions we will consider include: What are the ways in which low-income communities and communities of color are targeted for the siting of toxic and polluting facilities? How do social and economic factors make individuals, families and whole communities more vulnerable to environmental challenges such as pollution and climate change? What are the actions that can and are being taken at diverse points of intervention in the eco-socio-economic systems and who is taking these actions? The course will combine reading, videos, music, online lectures (by the instructor and guests), class discussions, blog-posts, media analysis of current events and more to explore the contours of environmental justice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Online Meeting (synchronous)

ENVC (Environment & Community)

ENVC-3000: Environmental Studies

Students explore the physical, biological and social environment from a variety of perspectives. Special emphasis on the role of science in solving complex environmental issues and governmental policies intended to provide solutions. Students research and analyze a complex environmental issue and present their findings to the class. ENV; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

ENVC-3030: Birds in the Imagination and In the Field

Takes a multidisciplinary approach to viewing birds through many lenses and avenues. As naturalists, class members observe and identify bird species in a

variety of habitats, learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. Students also explore the symbolic role of birds as expressed through the literature, myth, art and spirituality of several cultures and consider how birds serve as metaphors for one's own relationship with the natural world. A&L; ENV

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

ENVC-3050: Urban Agriculture Northwest

Students explore strategies to maintain and improve access for everyone to a diverse and sustainable food supply in the context of local and global challenges. A variety of learning methods are engaged, including hands-on visits to local food related projects and farms, both urban to rural. ENV, SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

ENVC-3510: Old Growth Forest Ecology

Students embrace an interdisciplinary approach using natural and social sciences to look at both the complexity of the forests in the Pacific Northwest and the issues surrounding its management. Students study the diversity of Pacific Northwest forest ecosystems. ENV; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

ENVC-4800: Special Topics in Environmental Studies

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

ES (Env Studies General)

ES-5030: Environmental Dispute Resolution

Dispute resolution is a skill that one continues to master throughout one's professional life. This course will introduce the basics of how to address multi-issue, multi-stakeholder environmental disputes. Students learn how to map the complexity of such disputes and the shared connections and values. Specific skills to be addressed include: identifying invested stakeholders, getting stakeholders to the table, setting ground rules, negotiating in good faith, facilitation vs. mediation, how to use caucuses (private discussions) to move an agenda forward and building consensus.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5040: Consulting Skills

This course will address the spectrum from responding to a Request for Proposal (RFP), as well as a Request for Qualification (RFQ), to managing a project within budget and on time and producing a robust consultant's report/documentation. In addition, guidance will provide how to manage project staff and build relationships with potential sub-contractors. Students will learn how to establish a billing rate and bidding a price for services rendered. Tips will be given on how to best market one's service, which changes if the work is new to the consultant's

portfolio versus if there is a track-record for a specific type of work product.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5080: Conservation Psychology Theory & Application

Conservation psychology is the scientific study of the reciprocal relationships between humans and the rest of nature, with the practical goal of promoting environmental sustainability and quality of life. This course will provide an overview of relevant approaches from psychology as they apply to environmental conservation. We will examine relationships among social, cognitive, affective and behavioral processes from both theoretical and applied perspectives. A new textbook devoted to conservation psychology will be used, along with additional readings. There will be a variety of assignments and activities. In addition to becoming conversant with basic psychological concepts, students will practice applying conservation psychology and social marketing techniques. Students will choose the topic for their final project, which may range from conservation biology, sustainable business, resource management, education, land use planning, to advocacy. On completion of the course, students will have a better understanding of how the tools of conservation psychology can be used for a wide range of conservation practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5100: Geographic Information Systems (GIS)

This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access

GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England, Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

ES-5110: Indigenous Knowledge Systems & Environmental Sustainability

Indigenous Knowledge is the traditional knowledge of Indigenous peoples, a coherent knowledge system that, through cultural traditions and practices, fully integrates the arts and sciences with practical knowledge of conservation, agriculture, medicine, education, and other components of daily life. This course is not about the Indigenous knowledge of any specific people because that knowledge is passed down traditionally as intergenerational knowledge, but focuses on the interface between Euro-American knowledge systems and Indigenous knowledge systems (IKS). It is designed for students who are interested in learning about cross-cultural theories of knowledge and practice and serving in cross-cultural contexts in areas such as education, conservation, agriculture, and environmental sustainability. We will examine literature on the historical, cultural, and philosophical origins of IKS, indigenous education and research. We will also explore practical guidelines for learning about another culture, respecting intellectual property rights, and developing ethical protocol for working with Indigenous peoples.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5150: Environmental Advocacy: The Essentials

All environmental professionals, from conservation biologists to environmental educators, from climate change adaptation professionals to resource managers, need to understand the essentials of effective advocacy. Advocacy has been core to effective environmental outcomes for generations. We will learn through advocacy-based case studies, debates about the ethical role of advocacy relative to one's career, and exploration of one's personal relationship to advocacy. Our inquiry into the essentials of advocacy will draw from international scholarship on the nature and efficacy of advocacy. We will also consider how a range of actors, including scientists, environmental professionals, educators, and citizens, engage in effective advocacy for the promotion of positive environmental behavior, resilience, social justice, and sustainability outcomes. We will explore possible scenarios for advocacy in course participants' own professional and civic engagement and in the organizations, communities, professional and personal networks, and politics with which they engage.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5171: Justice, Equity and the Environment

Historically, social movements have been strongest when they involve large numbers of people who unite across social barriers such as race, class, and gender for a common purpose. Social movements are weakest, however, when the prejudices and power relationships of the larger society remain unchallenged within their own organizations. This situation often leaves the environmental movement vulnerable to 'divide and conquer' strategies by power-holders and reduces the creativity and effectiveness of environmental organizations by marginalizing the voices, insights, and potential

contributions of women, people of color, working-class participants, or ethnic and religious minorities. Now, more than ever, building an environmental movement, and its constituent organizations, based on solid working relationships, a spirit of trust, shared interest, and solidarity across the social boundaries of race, gender, class, geography, and culture is a prerequisite for a lasting transition towards a more sustainable world. This class will focus on both the theory and practice of diversity, inclusion, and culture competence with a particular emphasis on: 1) understanding the dynamics of social oppression; 2) building effective relationships across difference; and 3) addressing power dynamics as well as the other challenges in creating diverse organizations and effective coalitions. Field Trip fee applies.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5191: Environmental Data Analysis

This course encourages successful ecological field research by building skills in hypothesis generation, experimental design, data screening, use of correct statistical analyses, and effective presentation of results. Basic univariate parametric and non-parametric statistical procedures (chi-square and related tests; ANOVA; regression and correlation analyses, generalized linear models) are reviewed. Through lectures, in-class laboratory exercises using R, group homework projects, and analysis of quantitative methods used in current studies of conservation biology, students develop skills needed to design effective field research aimed at biodiversity conservation and natural lands management.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5210: Advanced Statistics and Data Management

This course will provide students with a foundation in advanced statistics and data management commonly used in the fields of ecology and natural resource management. The class will build upon knowledge learned in the Biostatistics class for MS students, or the Research Strategies I class for PhD students, either of which is a prerequisite to take this advanced course. Students are expected to already be familiar with using R, as well as be familiar with classical tests (t-tests), contingency tables, Analysis of Variance (ANOVA), and simple and multiple linear regression.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: ES-7270: Research Strategy I - Quantitative, ES-5191: Environmental Data Analysis

ES-5240: Proposal Writing & Project Management

The skills in this course will build a foundation for applying and winning grants or successfully responding to Requests for Proposals to conduct studies or providing consultant services for either public or provide sector clients. The course will focus on gaining competency in the three phases of the grants process: planning, research, and writing. Students will research and explore public and private funding sources appropriate to the human services and environmental fields. The criteria for selecting potential funding sources, the basic elements of a proposal, and developing successful collaborative efforts will be emphasized. Students will also be coached on how to develop effective collaborative partnership and research teams to enhance the likelihood of winning grants or contracts. Once a grant or project is secure the skills to effectively manage a project in order of prescribed timelines and budgets will be shared. This will include how to develop clear objectives, timelines, benchmarks and

expectations for partners and subcontractors to the effort. *Additional contact hours will be met through online readings, discussions, and assignments.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5260: Advocacy: Applied Methods

We will tackle theory, practice, and research as a means of understanding effective venues, strategies and tactics for advocacy. We will engage in 'hands on' opportunities to build skills, knowledge, experience, and demonstrated ability. We will explore the role of the environmental professional as advocate in the formation and implementation of public policy at a range of scales and domains: international, national, state, and local levels and within private sector organizations and industries. This includes an advanced discussion of the environmental professional as a change agent in social, political, and economic contexts, and the environmental professional's roles within private and public sectors. Course participants will research an environmental issue, identify a theory of change, and create a roadmap for effective ways to achieve outcomes. Issues include biodiversity conservation, climate change, community resilience, environmental justice, food security, indigenous rights, and sustainable development.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5310: Principles of Organizational Management

This course will provide an overview of the aspects that makes an organization operate efficiently and sustainably, within the context of a "triple bottom line" of profit, people and planet. The course will introduce how to consider an organization as a

system that has five primary foci: supply chains, human resources, financial administration, communication and clients. Students will gain theory in: power dynamics and ethical behavior within an organization, management/leadership styles that are exhibited across various types of organizations, team formation that allows a manager to effectively tap expertise in all aspects of an organization so to meet social value goals and revenue projections. Skill development in project management is at the heart of the course, including: communicating effectively, managing conflict, goal and objective setting, benchmarking and time management.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5312: Introduction to Financial Management and Budgets

This course will introduce both the language and construct of any organization's financial framework. This foundational knowledge will allow you to be invited to the table when budgets are created that addresses complex challenges on the landscape. Students will be introduced to the core three aspects of financial administration: 1) financial sustainability of an organization, reflected in the income statement (profit/loss statement) 2) the Achilles Heel of cash flow that can be the death of any organization 3) the factors informing financial management decisions for investing in new sustainable practice, including the discount rate, opportunity costs, and impact to supply chains and product demand. Related to these topics will be how to set up an internal enterprise fund to build upon initial financial successes

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5582: Research Seminar

This course will prepare students for their Master's thesis or project requirement by taking them through the steps of proposal conceptualization and development. Through reading, writing, discussions, and presentations, students will learn how to select and develop a research topic, improve their ability to successfully access and review relevant research and theory, understand the strengths of qualitative, quantitative, and mixed-methods research, develop reasonable and testable hypotheses where appropriate, design appropriate methods for conducting research, and establish the necessary professional and academic relationships to support their work. The emphasis in this course is on quantitative life sciences research.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5700: Climate Change-Resilience/Adaptation/Mitigation

Building upon the science presented in Earth Systems and Climate Change, this course is to increase student's breadth and depth of understanding of, and discourse in, adaptation and mitigation strategies that span changes to technologies, management strategies and communication techniques that allow municipalities and organizations to effectively respond to a changing climate. The course will specifically build skills to recognize a community's vulnerability and to locate resource, tools, expertise and case studies to assist local decision-makers to take actions to build a community's resilience. Additional skill development includes operating under, and communicating uncertainty and risk in a manner that still allows actions to be taken. Students are also introduced to framing an economic argument that supports any adaptation or mitigation effort that is being recommended for a community. Finally, components of utilizing social media and development of a social marketing approach will be

touched upon in the context of the psychological foundations of effectively communicating climate change to decision-makers and the general public.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5725: Earth Systems, Climate Change I

This course will examine in detail the natural and anthropogenically-driven modes of variability in the global climate system at multiple scales of space and time. This course will prompt and allow students in the ISDCC concentration to focus specifically on the challenges, opportunities, and successes of addressing climate change at the international field-based sites and courses.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5728: Earth Systems, Climate Change II

This course will support, and build on, the 1 cr Summer intensive Earth Systems and Climate Change course. It will examine the linked interactions between and among the geologic, atmospheric, hydrologic (marine and terrestrial), and pedologic global-to regional- to local dynamics of environmental change, through a student-based focus on global and local bioregionalism.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5750: Special Topics

The Special Topics courses change from term to term according to student and program interests.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5810: Climate Change Science, Uncertainty, And Risk

Human activity has exacerbated the shift in global climate and is resulting in impacts to natural systems and human-built infrastructure, which will influence future economic development and business decision-making. In the Fifth Assessment Report, the IPCC concluded: "Human influence on the climate system is clear, and recent anthropogenic emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems" (IPCC, 2014a). These impacts include sea level rise, flooding, droughts, heat waves, and other extreme weather events. The concept of resilience associated with the ecological field has appeared in various discourses, and since Holling (1973), has had a substantial impact in the field. The term resilience has resulted in different interpretations by different fields of study. Since Holling (1973), there have been distinctions made between the uses in engineering, psychology, economics, disaster risk management, ecological, and socio-ecological resilience in the climate change discourse. Many municipal decision-makers tend to think of climate change preparedness as engineering resilience. They strive to return to or "bounce back" to what the community looked like and how it functioned prior to a disaster. However, this prior state may have included social injustice, inadequate public infrastructure and housing, other hazard vulnerability, and a weak local economy. Therefore it is important to define and recognize the aspects of resilience that involve "transformative socio-political change". In addition, resilience needs to incorporate both the spatial and temporal scales to be successful and not result in mal-adaptive solutions. The glossary of the AR5-WGII report defines maladaptation as: "Actions that may lead to increased risk of adverse climate-related outcomes, increased vulnerability to climate change, or diminished welfare, now or in the future". Unfortunately, there exists a myriad of

climate responses that can increase resilience for one group, sector or geographic location while simultaneously increasing vulnerability for a different system, location or group of individuals. This module consists of foundational knowledge in the science of our changing climate, understanding the boundaries of "uncertainty" in future projections being posited by the scientific community, how to translate the "risk" being faced by a community, business, or sector, and finally, the different concepts of climate resilience and how they manifest as solutions.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5820: Climate Impacts Vulnerability and Adaptation Planning

Local and regional governments are leaders in climate change due to their unique position to make a wide range of decisions that can mitigate and adapt to our changing climate. Because they are on the frontline, many communities have conducted vulnerability assessments and engaged in adaptation planning. This module will enable participants to assess impacts to a business, community, or sector based on specific climate projections for a specific locale. This focuses on identifying what and who are most vulnerable to such impacts, which requires the ability to facilitate a stakeholder process to prioritize these identified vulnerabilities, including with respect to business supply chains, and actionable responses. This module will also provide you with the overview of planning for resiliency and adaptation at different scales. After this module, you should feel comfortable knowing what steps need to be taken to integrate resiliency recommendations and projects into community planning and policy processes.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5830: Climate Impacts Communication, Facilitation, and Stakeholder Capacity Building

There is broad scientific consensus that climate change is occurring and is caused by human actions. However, there is limited implementation of climate adaptation to help create resilient local communities. Local and regional governments have access to a wide range of resources that can help them become more resilient to climate impacts. Even with this information, communities still face significant barriers bridging the gap from planning to action. In fact, the US Third National Climate Assessment lists implementation as the number one significant gap in the success of adaptation. In order to overcome many of these barriers at the local level, civic engagement is needed to support municipal implementation of climate mitigation and adaptation actions.

Engagement is a broad term that is often a precursor toward a specific action or behavior. In order to sufficiently engage the public on climate change, it is important to understand how people relate to this issue. In particular, what prompts individuals to take action or become involved in an issue. If we are looking for community members to collaboratively solve complex issues to achieve climate resilience, then we need to have a thorough understanding why people engage in an issue or specific behaviors. Collective actions at the societal level (civic or political action behaviors) include involvement and support of policies, plans, and funding for implementation of municipal projects that could increase local climate resilience. Community engagement with the issue of climate change typically is lacking at the local level. How individuals feel about climate change, how much they know about the issue, and how they act are all types of engagement that are needed for societal change. Research indicates a range of predictors that affect engagement, including emotions, feelings, attitudes, beliefs, identities, knowledge, worldviews and values, personal efficacy, response efficacy, mental models, meaningfulness, habits, routines, and social and cultural context. This module will provide guidance on how to effectively engage the general

public in order to build the political will and public support needed for implementation. Learn how to identify and implement an effective communication and engagement strategy through evidence-based tactics, including a stakeholder process that can be used to develop place based responses. The course will also touch on the inequity of impact to populations due to climate change and build understanding of the social justice ramifications associated with climate change vulnerabilities.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5840: Business Resilience and Continuity

Flooding, drought, wildfires and sea-level storm surges are threatening the sustainability of businesses and the safety of those organizations' personnel. US Former Secretary of the Treasury Henry Paulson and Former New York Mayor Michael Bloomberg published Risky Business to hi-light the near term impact to businesses and the economy from a changing climate. One projection made from that report is that within the next 15 years, the Eastern Seaboard and the Gulf of Mexico could see a \$ 35 billion loss from hurricanes and other coastal storms combined with a rising sea level. The economic impact from 2017 wildfire season was more than 85 billion dollars, and the 2018 season is projected to exceed that. Our changing climate is fueling the frequency and severity of the impacts we are experiencing in the United States and businesses need to plan and prepare for the possibility of extended closures, supply chain disruption and employees at risk. This module will address what businesses should do to reduce their vulnerability to climate mediate impacts and build resilience in their organization, and for their employees, so they can "bounce-back" quickly after any unforeseen disruption. Topics to be addressed will include: securing data, building resilience upstream in supply chains, having access to sources of credit, working downstream with clients, developing plans for

staffing and reducing the vulnerability of employees.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5850: Climate Response: Costs and Financing

Already communities are being impacted by a changing climate: the flooding of communities along the Eastern Seaboard and Gulf Coast due to sea-level rise, the long-term droughts in the South and Upper Midwest, the wildfires and subsequent landslides in the West and the hospitalization and associated deaths from extreme temperatures in cities due to extreme temperatures. In responding to such climate-mediated impacts there are three leading criteria in choosing a response strategy: effectiveness of any specific recommendation, ease of implementation and costs. This module focuses on the associated costs analyses that should accompany any on-the-ground response to projected climate impacts. Marginal cost analysis will be covered, as well as dollar-based valuation approaches, including avoided damage costs, replacement costs and substitution costs. The issue of financially discounting the future in light of inaction will be addressed. Finally, funding sources and financing strategies will be introduced.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5860: Climate Justice and Equitable Adaptation

Climate change disproportionately affects communities of color and communities facing poverty. This module will focus on understanding how the intersections of social injustice and climate change can intensify the effect of climate impacts in communities that have been historically marginalized. This course will train current and future resilience professionals to work in a more

inclusive manner with diverse constituencies and to advocate for and implement strategies that yield more equitable outcomes. Participants will have the opportunity to learn about equitable adaptation strategies and tools, as well as on-the-ground case studies from a community-based perspective. Participants will learn process-oriented methods and outcome-oriented strategies for integrating equity considerations into climate resilience initiatives in various settings, as well as developing interpersonal and leadership skills that will allow them to effectively support equitable outcomes in their work.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-5870: Climate Change: Public Health

Human activity has exacerbated the shift in global climate and is resulting in impacts to natural systems and human-built infrastructure, which will influence future economic development and business decision-making. In the Fifth Assessment Report, the IPCC concluded: "Human influence on the climate system is clear, and recent anthropogenic emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems" (IPCC, 2014a). These impacts include sea level rise, flooding, droughts, heat waves, and other extreme weather events. This module consists of foundational knowledge in the science of our changing climate, understanding the boundaries of "uncertainty" in future projections being posited by the scientific community, how to translate the "risk" being faced by a community, business, or sector, and finally, the different concepts of climate resilience and how they manifest as solutions.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5890: Global Cultural Awareness & Literacy

This course is designed for students who are willing to critically analyze the concept of global citizenship in an increasingly connected world full of social, political, and environmental challenges. We will draw on recent research on this topic and examine the importance of certain skills for global cultural awareness, literacy and education, and subsequently focus on cross-cultural communication skills as part of being a globally oriented citizen of the 21st century. This course will help students appreciate the complexity and dynamics involved in globalization and the legacies of Western imperialism, enhance students' self-reflection of their own culture in relation to other cultures, and develop a cross-cultural understanding of other societies. Additionally, the multidisciplinary nature of this course provides opportunity for multilevel discussions and interventions. Students are encouraged to be reflexive and self-interrogative, and they are challenged to relate to their own national, cultural, and personal context. Particular ideas and specific wishes from the students are, of course, largely respected.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

ES-5900: Communications in the Digital Age

How can digital and social media be used to educate, advocate, bridge social divides, and change environmental policies and behaviors? Are such technologies even suitable to these purposes? How can we be inclusive in our use of online communication when the majority of the world's population has limited or no access to computers? What are appropriate technologies for various instructional needs in an era of globalization? This course covers current issues in educational technology and practical applications of 21st century technological skills essential for environmental leaders and educators in the digital age. Participants

will explore theories, research, and innovative approaches to the use of technology in Environmental Education and Environmental Communications. Students will become familiar with strategies to use technology effectively in various environmental studies contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-5980: School Law

This is a seminar designed to provide knowledge about school law and the prohibition of discrimination on the basis of race, national origin, sex, age or handicapping condition. Through lecture, case discussion, and debate, students will be able to understand the theoretical underpinnings of egalitarian social reform, the differences between public policy, and the principal components and content of relevant policy documents as well as the benefits and limitations of policy in this area.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-6000: Collaborative Service Init-Capstone Project

The Collaborative Service Initiative (CSI) course provides students, with faculty oversight, work on an applied external project. This can include applied ecological or social research, energy and materials management, evaluation, or other consultation projects. These projects are completed over the course of a semester by teams of 3 to 5 graduate students with guidance and support from AUNE faculty and staff. Students participate in the selection of potential projects and team formation during the semester preceding their CSI project. Each team chooses one of the proposed external partner projects and then collaborates with this partner organization to

develop a defined scope of work, seek solutions to the client-identified challenges, and provide high quality deliverables. The CSI experience will provide an experiential learning opportunity for students and deepen their engagement with a community partner.

*Additional contact hours will be met through online readings, discussions and assignments.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6030: Land Use and Protection Techniques For Resource Managers

Whether your professional goal is to work for a land trust, a planning agency or working within an environmental consulting firm, or even for an NGO such as The Nature Conservancy or Trust For Public Lands this course provides the necessary foundation of theory and skills on how to effectively approach land preservation, conservation, restoration or mitigation of the impacts of human development to natural ecosystems and the environment. This course builds an understanding of the union of the landscape attributes of geology, soils, hydrology and the location of distinct natural communities in order to inform decisions about appropriate land use and natural resource management policies to implement in specific locations. As part of this course, students will become familiar with, and receive specific emphasis on planning techniques that avoid and mitigate impacts to the natural environment from land development decisions. The course will necessarily take into account projected impacts to the landscape exacerbated by a changing climate.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-6031: Land Use, Community & Urban Planning

Imagine an urban settlement in the United States that operates as a natural complex system to establish a sustainable, resilient, equitable, and regenerative urban environment. This course will provide the necessary foundation of theory and skills on how to effectively approach land use and community planning. Multiple scales will be addressed in regards, to land use decision-making and protection, from a region down to individual parcel development. A framework will be explored that considers climate change, material flow/pathways, scale, equity and social wellbeing, and natural systems/infrastructure.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-6032: Stewardship and Land Protection Techniques

Whether your professional goal is to work for a land trust, watershed association, government agency, or even for NGOs such as The Nature Conservancy or Trust for Public Lands, this course provides the necessary foundation of theory and skills on how to effectively approach land preservation, conservation and restoration. We will build understanding of natural systems within a planning context, framed by the tenets of sustainable development. This knowledge informs policy decisions by watershed managers, land trusts and planning organizations to achieve climate resilience, preservation, conservation and restoration at multiple land use scales.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-6100: Geographic Info Systems (GIS) Advanced

This course focuses on using real world examples and exercises to provide instruction on creating spatial models and predictive models, analyzing spatial patterns and dependence, deriving landscape and terrain variables as input for modeling, and creating professionally attractive maps using time-aware data. The course is intended for candidates from fields ranging from conservation and environmental sciences, business administration, urban planning and sustainability, advocacy and social justice. The content for this course includes raster data manipulation, analysis and interpretation, advanced data editing, regression, suitability The content for this course includes raster data manipulation, analysis and interpretation, advanced data editing, regression, suitability and hotspot analysis, change detection, spatial distribution models, environmental assessment, and impact analysis, and human footprint analysis. ArcGIS Desktop, Quantum GIS, gvSIG, Google Earth, InVest, and Maxent, in combination with statistical packages such as SPSS will be used. To take this course, candidates are required to have successfully completed the first section of the certificate program. This is a hybrid course which can be taken completely on line. Students local to the AUNE campus may attend onsite during online sessions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England, Antioch Univ Los Angeles

Method(s): Classroom

ES-6105: Geographic Info Systems (GIS) Applied

This course focuses on real-world applications of GIS. The students translate knowledge and applied GIS skills into problem-solving applications on the ground, working with a client. A student will spend a month with a client. The workload should total a minimum of 140 hours which includes check-in and

troubleshooting meetings with the instructor. The candidate works under joint supervision from both the client and the course instructor. At the end of the course, the GIS certificate candidate is expected to provide a final project report including GIS deliverables (maps, models, processed data, etc.) to the client according to the terms of the agreement between the client and the course instructor. At the end of the course, the student should be able to: - Apply various GIS spatial analysis tools in a variety of platforms including ArcGIS, QGIS, DNRGPS and GPS to solve a real-world problem -Use cartography/map design principles to produce effective maps and communicate effectively with the audience. -Work independently on GIS Projects to meet information needs from a client -Collect, manage, organize, update and share GIS data professionally

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England, Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: ES-5100: Geog Info Sys (GIS), ES-6100: Geog Info Sys (GIS) Advanced

ES-6200: Introduction to Participatory GIS

What comes to mind when you think of a map? In a purely functionalist sense, a map is a conventional picture of the Earth's pattern as seen from above. However, maps are more than representations. They can be tools for government (e.g. geopolitics) or a means for people who want to change the way we think about the world (eg. counter-mapping). Consequently, the ability to produce comprehensible and meaningful maps that include spatial, political, and socio-economic data is an increasingly important skill in a variety of fields from governance to social networking and advocacy. This course will offer a comprehensive introduction to both the technical and the practical aspects of map-making, from using Geographic Information Systems (GIS) to produce maps to Community-Based approaches for populating them. It will train students to think

critically and creatively about visually representing our world through maps by exploring topics on spatial datasets, cartography, collaborative mapping, and basic GIS software, and learning how these skills can be leveraged to conduct effective Participatory GIS projects.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-6210: Participatory Action Research

Participatory action research (PAR) offers environmental professionals an approach to collaborate with communities to analyze social-ecological issues and take collective action to foster positive change. PAR brings together research, community organizing, and project design and management. This course will focus on the theory and principles that inform PAR as well as specific methods and skills needed to carry out PAR in practice. Particular attention will be paid to topics including cultural humility, incorporating multiple ways of knowing, and issues of equity and power. Students will explore approaches to relationship building, participatory data collection and analysis, and community-level action. Students will consider how PAR principles and approaches can enhance their ongoing masters study and their future careers.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ES-6810: Research Project - Peace Corps

Master's International Program register for Research Project during their Peace Corps service. In fulfillment of the Research Project, students will design and conduct the fieldwork associated with their master's thesis research or project.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6820: Research Project II - Peace Corps

RMC students in the Master's International Program must register for this additional section of SIS Research Project. In fulfillment of the Research Project, students will design and conduct the fieldwork associated with their master's thesis research or project.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6900: SIS-Elective

Faculty approved contract required

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ES-6910: Internship in Life Sciences Teaching

The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore issues related to freedom and discipline, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. This seminar will also review your coursework in the program as a whole and help to ensure that you have met all the standards for AUNE to make the licensure recommendation to the State of NH. You will need a high-speed connection, web-cam, and headset with microphone and headphones for the online video-conferencing component of this course. Your student teaching experience is intended to demonstrate proficiency in meeting all the NH DoE Science Content and Professional Education Standard as well as address any gaps and unmet standards.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ES-6920: Internship Middle Level Science Teaching

The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore issues related to freedom and discipline, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. This seminar will also review your coursework in the program as a whole and help to ensure that you have met all the standards for AUNE to make the licensure recommendation to the State of NH. You will need a high-speed connection, web-cam, and headset with microphone and headphones for the online video-conferencing component of this course. Your student teaching experience is intended to demonstrate proficiency in meeting all the NH DoE Science Content and Professional Education Standard as well as address any gaps and unmet standards.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ES-6940: Life Sci & Mid Lev Sci Teach

The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore issues related to freedom and discipline, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. This seminar will also review your coursework in the program as a whole and help to ensure that you have met all the standards for AUNE to make the licensure recommendation to the State of NH. You will need a

high-speed connection, web-cam, and headset with microphone and headphones for the online video-conferencing component of this course. Your student teaching experience is intended to demonstrate proficiency in meeting all the NH DoE Science Content and Professional Education Standard as well as address any gaps and unmet standards.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ES-6960: Professional Internship

The Internship provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop professional contacts within their fields of interest. While students are responsible for locating internships, faculty members are available to provide support and information as needed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ES-6960X: Internship & Seminar Continuation

This course is a continuation of ES-6960. The Internship provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop professional contacts within their fields of interest. While students are responsible for locating internships, faculty members are available to provide support and information as needed.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

ES-6975: Master's Thesis Research

This course is designed for ES master's students who are pursuing a Master's Thesis capstone and who will conduct extensive independent thesis research beyond that of other capstone courses. Students considering this course option would make the decision in close consultation with their academic and thesis advisers. This course fulfills 3-credits of the ES methods courses requirement.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6980: Internship for Mas Intl - Peace Corps

The Internship provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop professional contacts within their fields of interest. Major projects that students undertake as part of their Peace Corps service will serve as the basis for their internships.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

ES-6980X: Peace Corps Svc: Continuation

This course provides Doctoral and Master's students serving in the Peace Corps extended opportunity to complete their course work and projects while abroad. Students should register for Peace Corps Service: Continuation during semesters when they are not taking any others courses.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

Either Previous or Concurrent: ES-6980: Internship for MI-Peace Corps

ES-6990: Master's Project / Thesis

The individual master's capstone can be either a Master's Project or Master's Thesis. The Master's Project or Thesis represents the culmination of a student's work at Antioch and often reflects the student's particular focus of study and future professional interest. The goals, content and format of the Master's Project or Thesis must be approved by the student's concentration or program director and the ES Department faculty member who has agreed to evaluate the final document before registering.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6990X: Master's Proj/Thesis Continuation

Required for all students continuing a Master's Project or Thesis for which they have previously registered. Students must register for Master's Project/Thesis Continuation every semester until the Project/Thesis has been completed and signed off by faculty. Enrollment in Master's Project/Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-6995: Climate Resilience Capstone

This Capstone represents the culmination of a student's work across the previous six, 1-credit courses required for the graduate certificate. The Capstone is an opportunity to take theory and skills presented in these courses and apply them to a real-world challenge identified by the student. The type of challenges identified is quite broad considering the multiplicity of potential impacts from a changing climate to the natural and human built infrastructure and institutions. But the Capstone necessarily must

be framed so that specific identified objectives can be met within a 15 week period. Within the first weeks of the course, the goals, content, format and timeline of the Capstone must be framed and submitted to the instructor for approval, which requires students to review the Capstone guidelines document and develop a draft before the course formally begins.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7000: Ecological Thought

Ecological Thought engages participants in the work of cultural criticism through engagement with ecological worldviews. Where do our ideas about nature come from, and how do they limit our agency, or liberate our communities? From embodied perception to cultural construction, how do we interpret, inherit, revise and share the stories we tell about self, other, nature? To gain familiarity with critical theory in environmental context, students will focus on 'nature writing' through texts as diverse as the autobiography, Main Street, parks, environmental advocacy, ecotourism, and museum exhibits. This course emphasizes the development of communication skills, including application of concepts and tools in rhetoric and discourse to the creation and interpretation of traditional and contemporary environmental texts as well as visual forms, such as architecture and design, and new media.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7025: Principles of Ecology

This course is designed to provide participants with the methods and strategies needed to apply ecological principles in research. Interpretive tools, research methods, and theoretical approaches include basic

statistical analysis and design, field ecology techniques, and computer models or simulations. Using ecological principles as a foundation, other approaches such as natural resource inventory, ecological impact assessment, and ecological restoration are covered. The course has a case study orientation, emphasizing contemporary ecological problems in diverse habitats, exploring the common problems and solutions that emerge. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7030: Global Environmental Change

This course focuses on the natural and anthropogenic transformations of earth's environment, transformations whose underlying processes occur across a multiplicity of space and time scales and whose nonlinear interrelationships complicate prediction. Global environmental change has conditioned the earth for life, but human economic and population growth have dramatically accelerated environmental change during the past two centuries. We will examine long-term records of environmental change and the array of approaches and methods employed to understand evolution and behavior of the earth system, in order to contextualize historic and recent trends. Assessment of global change models and scenarios will provide information critical for evaluating the magnitude and significance of human forcing of change, ecosystem and societal vulnerability, and approaches to sustainability. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7040: Environmental History

This course examines the historical, cultural, and philosophical origins of our concepts of the environment. This course provides an overview of the environmental history of New England, the US, and world environmental history. Students participate in many approaches to history, from historiographical, social, political, and literary history to artistic approaches. In this course, students develop a framework for understanding how our conception of the environment has changed through time, and strengthen their understanding of how historical and philosophical issues engage and inform current debates. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7050: Political Economy & Sustainability

Political economy seeks to explain how political institutions, the economic system, applied sciences, and social movements interact over time. This course will focus on how these dynamics generate varied outcomes in relation to the goals of sustainability, justice, and economic well-being. Students will examine the political and economic roots of the global sustainability crisis. Students will assess political and economic reforms, policy processes, and policy tools that might yield better outcomes. Students will also develop a greater understanding of possible action strategies from within civil society, the business sector, government, and/or international bodies for creating a transition toward a more sustainable society. Students will explore theories, evidence, and controversies associated with the political, social, cultural, and/or economic dimensions of a specific topic relevant to their doctoral interests. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7060: Dissertation Advising

The ES-PhD program is a research degree that is founded upon careful planning, conducting, and completing a significant interdisciplinary environmental studies research project that leads to the completion of a dissertation. Each term the student is required to work with the course instructor (their Dissertation Advisor) during their progress in planning, conducting, and completing their dissertation research. Their work with their Dissertation Advisor can include: 1) planning their Learning Domain courses, 2) choosing their dissertation committee members, 3) developing and defending their dissertation proposal, 4) finalizing dissertation research methodology, 5) completing the IRB process 6) identifying research site(s), 7) conducting their field research and data collection, 8) reviewing research results, 9) writing their dissertation, 10) defending their dissertation, and 11) formal depositing of their dissertation. The instructor (Dissertation Advisor) will assess the student's work as either "Pass" or "No Pass." For the student to receive a "Pass" they will need to demonstrate satisfactory progress in one or more of these areas as described in more detail in the ES-PhD Doctoral Student Handbook.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7070: Intro Research Dsgn

The purpose of this course is to become familiar with a variety of research paradigms and to study the different lenses that they provide for viewing and understanding both physical and social phenomena. Environmental Studies, as well as other AUNE faculty will join us each day to support you in

designing, conducting, analyzing, and presenting your findings of original mini-studies that reflect different research paradigms. These experiences will ground discussions of theory in the practical concerns of research and help inform the initial development of a research proposal that interests and excites you.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7260: Doctoral Learning Domain Seminar

A series of lectures and workshops in this course are designed to provide students with the intellectual depth and research tools to define their learning domain. The students will engage in library research to fill out their individual knowledge maps, and the attendant literature on theoretical and applied dimensions of the thought collectives, theories, research applications and controversies associated with the learning domain. Students will discuss their work with leading scholars and writers and learn how others set the framework for and carry out their research. By the end of the course, students will have produced a blueprint to guide their learning through the coming year. Additional contact hours will be met by specific course work designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7270: Research Strategy I - Quantitative

The Research Strategies course is divided into two parts, e (Research Strategies I) and (Research Strategies II). Graduates of our program will be able to create new knowledge and understanding through the process of research and inquiry. This course helps students develop the skills needed to achieve this goal. The emphasis during Research Strategy 1 course is on positivist research and quantitative

approaches to research: how to develop hypotheses, evaluation of research designs, sampling approaches, introductory statistics, and validity. In this class we focus on positivist research studies. Applications will come from both the social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses. Additional contact hours will be met by specific course work designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7280: Research Strategy II - Qualitative

Qualitative inquiry has a unique capacity to describe social behavior and process, uncover causal linkages, interpret meaning and significance, and build robust, empirical theory. Doing qualitative research involves more than mastering technical aspects of methods. It also requires grounding methodological decisions in a theoretical perspective and engaging ethical and political dimensions of doing research with others in social settings. This course offers an introduction to qualitative inquiry as it applies to environmental studies and related phenomena. It explores the philosophical underpinnings of particular traditions (e.g., ethnography, grounded theory) and builds practical competence with specific research skills (e.g., interviews, observation, field notes, analysis). Additional contact hours will be met by specific course work designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7310: Doctoral Learning Domain Project I Learning Domain Project I

Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area

of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7320: Doctoral Learning Domain Project II

Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7330: Doctoral Learning Domain Project III

Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7340: Doctoral Learning Domain Project IV

Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7350: Learning Domain Project V

Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7360: Candidacy Prep & Service Lrng Seminar

Competency Area: Dissertation Required ES PhD 3 who have completed all requirements for Phases 1 & 2 The Candidacy Preparation and Service Learning Seminar is designed for assisting students to critically review their learning domain projects, writing skills, and preparing for the Qualifying Exam and Dissertation Proposal phases of their doctoral work. It provides students with an opportunity to discuss the meaning of scholarship and service as they prepare for and engage in their service projects, and to examine their research interests in the context of the community setting. Students propose and develop their service learning goals and objectives, considering the moral and ethical dimensions of their work. In addition, the seminar poses questions regarding the theoretical and practical dimensions of service learning, with selected readings about the

philosophy, sociology, and experience of service. Through the seminar, students engage with questions about claims to knowledge, the role of the expert, the relationship between scholarship and political action, the political context of environmental research, and issues of professional identity and public scholarship. What are the special problems encountered by the environmental researcher who is actively involved in community projects? What is the role of scholarship for the activist? How might research contribute to social change and environmental action?

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ES-7520: Doctoral Service Project

The Service Learning Project is an intensive practicum project that involves a form of environmental or social service in a community context. The project may occur at any time during the third year of the program. Students should register for Service Project during the semester in which the bulk of the work will be done. For more specific information about the service project, please see the Doctoral Program Guide. Note: The Service Project does not meet as a course. The project is discussed in the Service Learning Seminar. The student receives credit upon satisfactory completion of the Service Project essay. Students must arrange meeting time with instructor.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7710: Doctoral Qualifying Exam

The Qualifying Exam is the culmination of the learning domain. It is an opportunity for students to organize, interpret, and amplify their core scholarly interests. The essay is essentially a literature review which demonstrates the ability to synthesize and

conceptualize knowledge, to contribute new ideas to an emerging field of study, to express the theoretical and practical significance of these ideas, and to consider their consequences of scholarship, research and/or professional practice. The purpose of the Qualifying Exam is to cultivate those insights, by exploring them in depth, tracing their formulation, development, and application. The Qualifying Exam does not meet as a course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7740: Dissertation Proposal Seminar

This seminar allows students to devote themselves to developing and refining the research questions that are the foundation of a dissertation, and to exploring, analyzing and critiquing methods specific to their research interests with the purpose of selecting the methods they will employ. Upon completion of this seminar students should have completed or be very close to completing a draft research proposal, which sets forth the nature of their dissertation inquiry and a detailed account of the methods to be used. Since the proposal also contains material supporting the relevance of the dissertation topic and the appropriateness of the chosen methods, the seminar will also focus on the organization of literature surveys and the identification of key references that serve as models for the specific dissertation work. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-7750: Candidacy Continuation

The Candidacy Continuation semester is designed for students who need additional time to complete their doctoral candidacy projects. During this semester

they continue to work independently with faculty as needed to complete their Doctoral Service Project/Service Learning Seminar, Integrated Essay/Qualifying Exam, and/or Dissertation Proposal.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-7760: Dissertation Seminar

This year-long seminar is designed to provide support and consultation for students in the process of formulating and carrying out their doctoral dissertation research. Topics to be addressed during the year include: ongoing evaluation and assessment of research methods, research ethics, dilemmas of working in the field, analysis, writing the dissertation, making formal presentations, dissemination of research results, and transformations you experience in your growth as a scholar. Students along with the instructors are intended to serve as a peer community, providing support, advice, and critique. Each semester, students will make a formal presentation to the class documenting the current state of their research and bringing to the class the expertise they have developed. Additional faculty may be brought in as needed to provide input in special topic areas. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ES-8900: SIS-Doctoral Elective

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ES-8990: Doctoral Dissertation

Students who are actively engaged in writing the doctoral dissertation are required to register for these credits. You cannot register for this class unless your dissertation proposal has been approved by your committee.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ES-8990X: Doctoral Dissertation Continuation

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

ESAF (Env Adm Fin Admin)

ESAF-5000: Financial Admin

The overall goal of the course is to introduce students to the principles of financial administration as applied to the management of organizations. This course is designed for students with little or no financial background. There is an emphasis on governmental and non-profit organizations. The course has the objectives for the student to: become familiar with the language of finance, essential for those who will play a role in managing the financial resources of an organization; understand the basics of the financial system and its components; learn the principles of preparing an annual and capital budget; gain experience in setting up and using spreadsheets; develop skills in the analysis, interpretation, and use of financial information; become familiar with the principles of time value of money; review the principles of investment and retirement accounts; and become familiar with the key components of an annual financial audit and systems of internal control. The course will focus on gaining competency in

financial management skills as directed towards running an organization. It will briefly expose the students to accounting/book-keeping, primarily for the purpose of gaining an understanding of the language and the principles of accounting. Spreadsheet programs will be utilized as a primary tool in analyzing and presenting financial information. A number of case studies will be used to illustrate the principles of effective financial management.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESC (Env Studies Core Course)

ESC-5440: Leadership for Change

Leadership for change is the art of structuring organizations and collaboration, building morale and vision, and facilitating group deliberation and decision-making to guide effective policy-setting and organizational work that makes a positive difference at the individual, interpersonal, organizational, field, and societal levels. This course will help students' develop the skills and understandings that support leadership that is adaptive, inclusive, participatory, collaborative, culturally competent, and effective. Participants in this class will be challenged to explore 1) personal leadership competencies and styles; 2) group dynamics, inclusion, and team facilitation; 3) strategies for engaging diverse stakeholders; and 4) the capacity of creative leadership to facilitate large-scale systemic change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online Meeting (synchronous), Online (asynchronous)

ESC-5500: Community Ecology/New England Landscape

This course examines the diversity of plant communities found in central New England with special attention to the impact of topography, substrate, and disturbance regimes on community composition and structure as a means to understand ecological community dynamics in any part of the world. As a largely field-based course, both qualitative and quantitative means will be used to describe community composition and structure, as well as the reasons for community placement. Ecocindicator species will be used to delineate specific topographic and edaphic sites, while evidence of various disturbances will be used to interpret successional patterns as a means for reading the landscape. The course will have a strong grounding in concepts related to community ecology including dominance, diversity, niche structuring, and succession. Skills in plant community sampling, soil interpretation, and plant identification will also be developed. A number of outstanding representatives of community types in the central Connecticut River watershed will be visited.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESC-5501: Community Ecology the Natural History of Lake Superior

Field Naturalists explore and focus at both organism and system levels. Throughout the year via personal projects, guided mentoring, workshops, field trips, and select readings, we will collect data and stories relevant to the North Woods in the Lake Superior Region. Though our efforts will be narrowed to this region, we will develop natural history skills and knowledge applicable in any region. Ultimately we will explore and develop observation, study, and documenting habits necessary for professional naturalists in any place or time.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

ESC-5501X: Community Ecology the Natural History of Lake Superior Continuation

This course is a continuation of ESC 5501. Field Naturalists explore and focus at both organism and system levels. Throughout the year via personal projects, guided mentoring, workshops, field trips, and select readings, we will collect data and stories relevant to the North Woods in the Lake Superior Region. Though our efforts will be narrowed to this region, we will develop natural history skills and knowledge applicable in any region. Ultimately we will explore and develop observation, study, and documenting habits necessary for professional naturalists in any place or time.

Min. Credits: 0.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom

ESC-5720: Earth Systems & Climate Change

This course employs a systems approach to understanding earth's physical and biological environment by examining the large-scale components and processes of the earth system. Understanding the interaction of these elements and their natural variability in space and time is critical for assessing the rates, drivers, and consequences of environmental change. Content will emphasize climate change dynamics, biogeochemical cycles, and land use patterns and their feedback relationships with the atmosphere, hydrosphere, lithosphere, pedosphere and biosphere.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

ESC-5725: Earth Systems & Climate Change I

This course will examine in detail the natural and anthropogenically-driven modes of variability in the global climate system at multiple scales of space and time. This course will prompt and allow students in the ISDCC concentration to focus specifically on the challenges, opportunities, and successes of addressing climate change at the international field-based sites and courses.

Min. Credits: 1.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Classroom, Online (asynchronous)

ESC-5728: Earth Systems & Climate Change II

This course will support, and build on, the 1 cr Summer intensive Earth Systems and Climate Change course. It will examine the linked interactions between and among the geologic, atmospheric, hydrologic (marine and terrestrial), and pedologic global-to regional- to local dynamics of environmental change, through a student-based focus on global and local bioregionalism.

Min. Credits: 2.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Online (asynchronous)

ESC-6010: Political Economy & Sustainability

Political economy seeks to explain how political institutions, the economic system, applied sciences, and social movements interact over time. This course will focus on how these dynamics generate varied outcomes in relation to the goals of sustainability, justice, and economic well-being. Students will examine the political and economic roots of the global sustainability crisis. Students will assess political and economic reforms, policy processes, and policy tools that might yield better outcomes.

Students will also develop a greater understanding of possible action strategies from within civil society, the business sector, government, and/or international bodies for creating a transition toward a more sustainable society. *Doctoral students will explore theories, evidence, and controversies associated with the political, social, cultural, and/or economic dimensions of a specific topic relevant to their doctoral interests. Additional contact hours will be met by specific coursework designed to be completed online.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ESE (Env Education)

ESE-5020: Foundations of Environmental Education & Sustainability

This course will provide a broad overview of the Environmental Education movement by constructing a working definition of its goals and the various manifestations of those goals within local, regional, state, national and international organizations. We will explore the personal values that drive people to choose environmental education as a profession and look at the implications of that choice on lifestyle, civic participation, relationships and work-life. Students will predict possible future scenarios for environmental educators and their role in the organizations that support their efforts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5020X: Foundations of Environmental Education & Sustainability Continuation

This course is a continuation of ESE-5020. This course will provide a broad overview of the Environmental Education movement by constructing

a working definition of its goals and the various manifestations of those goals within local, regional, state, national and international organizations. We will explore the personal values that drive people to choose environmental education as a profession and look at the implications of that choice on lifestyle, civic participation, relationships and work-life. Students will predict possible future scenarios for environmental educators and their role in the organizations that support their efforts.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5060: Program Evaluation for Environmental & Conservation Education

Program evaluation is an essential (& marketable) skill among environmental education and conservation professionals. Evaluation can help stakeholders make informed decisions, gain insights into the merit of a given initiative and contribute to continual program improvement. students' design an evaluation of their choosing and work together to complete an evaluation with an external client. In conjunction with these practical applications, this course will explore such topics as: evaluation purposes, using logic models to inform evaluation strategies, design considerations, data sources and collection, limitations and sources of bias in evaluation, data analysis, interpretation and use of evaluative findings. Having such expertise sets the stage for success by enhancing course participants ability to make informed evaluative decisions in a variety of contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5110: Community/School Sustain Food Systems

A growing number of communities are participating in innovative educational efforts that engage a cross-section of the community in raising awareness and taking action to strengthen sustainable agriculture and local food systems. Decreased time spent in the out-of-doors and rising rates of obesity among youth and adults has led to outcries for social change. As examples: Keene, NH has included healthy eating as one of its strategies to become the healthiest community in America by 2020; the 'Farm to School' movement is reshaping school lunch programs across the U.S.; and various efforts are improving access to healthy food and reducing food insecurity across the globe. When people connect with the sources of their food, the effect on resiliency and health -- personal, communal, environmental -- can be significant. Course participants will explore food systems and related educational efforts in schools and broader community contexts. Topics include: planning, implementation, and evaluation of school/community gardens and related curricula; food justice; and methods for increasing access to, and consumption of, locally produced, nutritious food. In addition to class meetings on campus, some field sessions will be spent visiting school and/or community-based food initiative(s) and completing service learning projects.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5140: Program Planning & Design

This course introduces program development techniques for youth and adult environmental education activities in non-formal contexts. Designing educational programs is an extremely creative process, filled with controversies and dilemmas. It is a political, philosophical, and theoretical process. In this class, we will analyze, critique, and redesign both the explicit and hidden curriculum of a variety of materials as we attempt to

resolve our conflicting conceptions of program planning and develop our own philosophy of curriculum design. Consider this course as a way to help you move further along with your own questions and concerns about curriculum design and as an opportunity to twist, stretch, and flip your current understanding of what it means to design educational programs.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5170: Urban Environmental Education

Cities are home to the vast majority of citizens around the world and hold great potential for sustainable living. Urban areas offer environmental educators the unique opportunity to reach large masses of people, utilize a vast array of rich human/cultural resources, and study interesting ecological dynamics. We are also witnessing a global crisis, as many youth and adults are living in urban poverty. At the same time, evidence suggests that connecting with the natural world positively affects emotional, physical, psychological and communal well-being. A healthy built environment and strong social networks also impact quality of life and intersect with issues of justice. This class explores the theory and practice of environmental education efforts in various urban contexts. We will investigate different aspects of urban living and sustainability, such as building design, energy, transportation, waste and food. Identifying and applying skills for effectively engaging learners across the lifespan in different urban learning contexts will be examined. Field trips, guest speakers, case studies and class projects explore the challenges, opportunities and skills necessary to be effective educators in urban settings.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5200: Science Teaching Methods

Science Teaching Methods is designed to help prepare students to effectively teach science at the middle or high school level. The course takes place at Compass School, an independent middle and high school in Westminster, VT (25 minutes from Antioch). Participants will have the opportunity to observe experienced teachers in action and to interact with middle and high school students, using these interactions as a forum for discovery, growth, and practice of teaching methods. We will practice classroom management strategies, communication techniques, curriculum design, lesson planning, assessment, and lab methods and safety. Participants will be encouraged to reflect on their learning through discussion, written reflections, and optional videotaping of teaching experiences.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5210: Problem Solving/Inquiry Based Science Teaching

If I told you the answer, those of you still thinking about the problem would probably stop... In the spirit of Catherine Fosnot's remark, we will explore teaching science in middle and high schools from a problem-solving and inquiry-based orientation. We will experience problem solving and inquiry from the perspectives of learners and teachers. Therefore, whether you are trying to figure out how to lift a classmate with one arm, the engineering of a pneumatic pump, or how to sustain multiple generations of life in a sealed container, we will reflect about the teaching of and learning through problem-solving and inquiry based approaches. Most, if not all, of our classes will meet at the Brattleboro Area Middle School and Brattleboro Union High School, two of our three lab schools, where you will have opportunities to observe, assist, and teach science lessons using problem solving approaches. Although this class will meet on Fridays, its exact

time will be determined by the Brattleboro School system school schedule, in particular, the start of their school day.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5220: Teaching Exceptional Children

Adolescent children and those with special needs present the classroom teacher with a wide variety of challenges in terms of management, motivation, and relationships. This course is designed to familiarize the student with special educational needs of adolescents who have a range of cognitive, physical or emotionally handicapping conditions. Related topics that will be covered include: Special Education (legal) requirements within school systems; developmental issues; the Individual Education Plan (IEP); curriculum adaptations; and issues in mainstreaming and normalization.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5230: EnvEd Meth-Teach Outdoors

A large majority of environmental education takes place outside the school arena. A traditional setting for environmental education includes outdoor, adventure, and wilderness education. This course will provide opportunities to learn and practice techniques for teaching in a variety of outdoor contexts. It is designed primarily for those students with limited experience teaching in the outdoors. Location - Harris Center, Hancock, NH.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5280: Exhibit Design and Interpretation

Exhibit design combines a range of interpretation techniques to make the natural and cultural world relevant to the public. This course presents an overview of interpretive planning and exhibit development and design. Through readings, discussions, practical exercises and site visits, we will examine places of free-choice learning - like nature centers, zoos, aquariums, and museums - and analyze how exhibits are used to engage and educate visitors. These interpretive centers are pushing the boundaries of the traditional diorama or static display to tackle contemporary environmental concerns through interactive, experiential interpretation. Students will apply evaluation methods to measure the effectiveness of these exhibits and become familiar with visitor research techniques. As they proceed through the design of their own exhibit, students will gain competency in all phases of the process, from conceptual plan to interpretive writing to installation. The result will be a greater understanding of interpretive exhibit development, which is relevant to all environmental professionals. This course has a field trip component; plan for admission fees to interpretive sites.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5350: Conceptual & Human Development

An understanding of human development is the foundation for effective teaching. Developmental processes, the intersection of biology and cultural context, are the blueprint upon which the educational objectives and curricula of schools should be built. We will explore the entire life span, focusing on cognitive development throughout, with primary emphasis on middle childhood and adolescence. The course will offer a survey of theories of human development, an overview of the potential conceptual abilities of children and adults, and a framework for

creating effective curricula. Because students will participate in this course remotely, each student must have a quiet space, reliable power and internet connection, and an electronic device (tablet size or larger, not a cell phone) for class in order to fully participate each week. (Additional contact hours will be met by specific course work designed to be completed on-line).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5360: Foundations Science/Environmental Educ

The goals of this course are to explore a range of historical and contemporary methodologies of science and environmental education, to consider the relationships between the social contexts of science, environmental studies, and educating for sustainability and how they are taught in the classroom, and to examine science as an evolving knowledge system. With emphasis on philosophy and theory as well as practice, we will consider questions regarding the nature of science and environmental education and how we distinguish between them. You will reflect on your own personal experiences as a learner and a teacher as you study trends of the past 150 years and ponder how these trends will apply to your practice as an educator.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5370: Place-Based Environmental Education

In this course we will study the relationships between place-based environmental education, sense of place, and community. We will consider a variety of questions as we explore the value and challenges of place-based environmental education, using Keene and its neighborhoods as our place of study. For

example: What do the phrases "place-based environmental education" and "sense of place" mean? What is the role of place in learning: Its histories, present-day realities, and futures? How can we, as environmental educators, work together with our students in developing sense of place? How do we develop sense of place in the face of globalization and homogenization of cultures? We will learn through individual self-reflection, collaboration with classmates, as well as experiencing a range of place-based learning experiences in the Keene community.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5440: Curriculum Design

Designing curriculum is a creative process, filled with dilemmas, uncertainties, excitement, and anticipation. Crafting what people do for an extended period of time, figuring out what we need to learn, how, and when, is a practical, political, philosophical, and theoretical experience. It's demanding, time-consuming, and rewarding. You will have opportunities to craft an original 1-month curriculum (that explicitly addresses the NH DoE Science Teacher Licensure standards and requirements) for the context in which you plan to teach or for a practicing science teacher who has requested assistance in the development of an existing curricular unit; and to collaborate on each other's science curriculum under development. We will experience first-hand, practically and theoretically ideas and approaches like critical exploration, experiential learning, authentic learning, constructivism, situated learning, problem-based and inquiry-based curriculum, standards-based and layered curriculum, embedded assessment, postmodern curriculum development, and the other curriculum design themes that you will bring to our attention. I think of curriculum design as jazz composition. We create frameworks, points of entry, and directions in which our students are invited to engage and improvise with the subject matter. I look

forward to creating with you, opportunities to think critically and creatively in designing powerful science curriculum.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5470: Environmental Education Methods the Nature of Teaching and Learning

Environmental Educators engage in the learning process across disciplines, with extremely varied learners, and in all sorts of environments. Considering the complex, emerging conditions, success is defined by both intentionality and improvisation. Throughout the year via experience, observations, narrative feedback, seminars, and guided conversations, we will explore the science and art of learning and teaching. While necessarily centered on the world of Residential Environmental Education, we will explore connections with traditional schooling, day-use programming, and informal zoo, nature center, aquarium, and park education. Ultimately we will explore and develop habits of practice and thought necessary for environmental educators in any place or time

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5470X: Env Ed Methods: Nature Teaching Continua

This course a continuation of ESE-5470. There's a saying If you don't know where you are going, any road will get you there. (Lewis Carroll). Where should Antioch's Environmental Education (EE) Program go next? This course is a combination of independent study and research seminar. We will explore trends in EE to inform your practice and influence the future direction of the EE Program in support of a just, sustainable future. What trends

should this field be paying attention to? How do media, technology, environmental communication and social marketing impact EE? How do we ensure EE is inclusive of difference and a lifelong endeavor? We will explore these and other relevant questions through a diversity of means, such as readings, interviews, individual research, and focus groups, among others. While exploring cutting-edge EE trends, you will gain action research and program evaluation skills, facilitate class discussions, and hone your group process skills, which can be applied in any community or professional setting. The Special Topics courses change from term to term according to student and program interests.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5480: EE Adv Topics: EnvEd & Built Environmt

From homes, workplaces and schools to towns and cities, the design of our built environment impacts human health, community well-being, social equity, economies and environmental sustainability. This course will: (a) examine the historical and policy context of modern design and planning practice, (b) explore more sustainable design approaches, such as natural and green building, smart growth, low-impact development, native landscaping, urban agriculture, and healthy transportation, (c) consider educational strategies for various audiences involved in design and planning decisions (e.g., residents, planning board members, architects, contractors, youth), and (d) focus on participatory engagement methods for creative and inclusive community planning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESE-5490X: EE Field Tech Civic Ecol Pract & Comm Resilience Continuation

How can we engage people in practices that increase the resilience of social-ecological systems? What contributes to resilience in the face of climate change, food insecurity, energy descent, and associated environmental, social, and economic challenges? This course explores such questions through the lens of civic ecology, which examines the interactions among people, environmental stewardship practices, education and learning, and resilience. Examples of civic ecology practices include ecological restoration, urban greening, community gardens, citizen science, and community forestry. Participants in this course will experience civic ecology practices first-hand and consider whether and how attributes of civic ecology practices like diversity, self-organization, adaptive learning, ecosystem services, and social capital might contribute to greater personal, communal, and ecological resilience. This course will also explore personal well-being and actions we can take to lead meaningful, sustainable lives amid vast environmental and social transitions happening in the world today. In addition to class meetings on campus, some field sessions will be spent visiting relevant sites and completing service learning projects.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESF (Nat Comm/Field Studies)

ESF-5100: Cons/Ecol/Sust Sonoran Desert

The ecology, conservation, cultural history, environmental justice, and political economy of the wider Sonoran Desert region of northwestern Mexico and southwestern Arizona, including the Sea of Cortez are the focus of this course. The trip traverses an ecological and cultural gradient from the low desert of central Sonora gaining latitude and elevation to the boundaries of both the desert and

Hispanic and native American cultures in Arizona. The trip will begin in Kino, Sonora, MX, on the coast where we will focus on the juxtaposition of coastal and desert ecology, inland desert ecology, ecotourism and Native American culture, and human political economies. From Kino, we will pass through desert grasslands in north-central MX to evaluate plant community changes across elevational and climate gradients while traveling to the Pinacate Biosphere Reserve in northern MX. We will end the trip at Organ Pipe National Monument in Arizona. In the course of the program students will be expected to complete a field research project, interact with various stakeholders, and understand, analyze, and engage with a complex ecological, cultural, and political context for biodiversity conservation and understand the implications of these factors for building sustainability Course fee includes airfare, food and lodging. This fee does not include personal expenses (e.g., souvenirs, beverages, snacks) or traveler insurance in the case of disruption due to a major weather event, health, or cancellations of another nature. Pre-trip and post-trip meetings are mandatory.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5110: Vertebrate Ecology: Herpetology

Amphibians and reptiles are among the most vulnerable taxa on earth, and 41% of amphibians and 21% of reptiles are considered threatened by the International Union for Conservation of Nature (IUCN). Throughout the northeastern states, many species of amphibians and reptiles are of conservation concern, and they are the focus of both broad-scale and local conservation efforts. In this course, we will review the ecology, phylogeny, morphology, biogeography, and habitat and spatial needs of amphibians and reptiles and learn and implement methods used to study these animals in the field. We will use this information to investigate threats facing amphibians and reptiles in the

Northeast, evaluate conservation and monitoring efforts currently underway, and investigate the potential for amphibians and reptiles to direct landscape-scale conservation efforts in the region.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5120: Vertebrate Ecology-Mammalogy

This course explores the class Mammalia and the diversity, phylogeny, morphology, physiology, biogeography, and ethology of mammals worldwide, with an emphasis on the species of the Northeast and their ecology and conservation. Students will learn the diagnostic characteristics and habitat associations of mammals of the northeastern U.S., and we will evaluate and implement methods that are used to study mammals in the field. Students will design a field-based research project and apply quantitative techniques to analyze data collected in the field. Through a combination of lectures, class discussions, student presentations, field trips, lab exercises, and delving into the scientific literature, we will investigate threats facing at-risk mammals as well as conservation and management efforts currently underway in the region and across the globe.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5140: New England Flora

The flora of New England is one of the best studied and well known in the world. Over 4000 species of plants can be found in this region. Because of the unique topographic, edaphic and successional diversity of central New England, the greatest collection of species in the northeast can be found within a 50 mile radius of the shared borders of VT, NH, and MA. This course focuses on the identification and taxonomy of woody and

herbaceous vascular plants of central New England through the examination of the plants' anatomical and physiological characteristics. The course will begin with the study of evergreen woody plants, followed by deciduous woody plants (both winter and summer characteristics), and ending with spring wildflowers. Lectures and local field excursions will be used to convey information. Students will utilize plant characteristics (e.g., twig, bud, bark, leaf, and flower characteristics) in conjunction with taxonomic keys to assist with identification of the flora.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5150: Vertebrate Ecology: Ornithology

This course explores the class Aves and the diversity, phylogeny, morphology, physiology, biogeography, and ethology of birds worldwide with an emphasis on the species of the Northeast and their ecology and conservation. We will investigate these topics through a combination of class discussions, student presentations, guest lectures, field trips, lab exercises, and delving into the scientific literature. Using birds as a focal group, we will evaluate and implement analytical methods used to monitor and study vertebrate animals, and we will examine conservation measures that have been put in place to conserve bird species locally, nationally, and across the globe. An all-day Saturday field trip will occur, and three early morning (6am) class start times will be required (dates to be determined on the first day of class).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5390: Coastal Geocology

On this 5-day trip, we will examine the geocology of glaciated coasts in New England using Cape Cod as a model system. Course topics will include

landscape to local-scale depositional and erosional processes as influenced by coastal climate and disturbance; barrier island dynamics and the ecological role of estuaries; salt marsh ecology and restoration; geological and climatic controls on coastal evolution; vascular plant succession and soil ecological processes on active dune systems; impacts of coastal development and other human impacts on physical and ecological processes; and management issues in New England coastal systems. Field trip fees apply.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5410: Wetlands Ecology

This course will provide an overview of the wetlands communities within the New England region. The Fish and Wildlife Services wetlands classification scheme (Cowardin, et. al.) will be the foundation for this review. Students will have an opportunity not only to learn about typical wetland types in New England, but also gain an understanding of the underlying abiotic factors that influence the observed biotic community structure. An introduction to wetlands hydrology, soils and vegetation analysis will be introduced to allow students to begin the process of building a foundation of knowledge and skills in order to conduct jurisdictional wetlands delineation, which is a necessary skill for certification as wetlands scientists. In addition, students will be introduced to the wetlands evaluation procedures developed to assess the functional values of wetlands in the context of the greater watershed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5540: Ecology & Mgt Adirondack Mountains

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Classroom

ESF-5701: Continental Ecology Ecology, Conservation & Natural Resource Management in the Mountains of Arizona

In northern Arizona where the San Francisco peaks tower above the Sonoran desert, Merriam first described the concept of the life zone: from the high elevation alpine and Hudsonian systems through the Ponderosa Pine and oak woodlands to the Sonoran desert grassland and shrub systems in the canyons below. South of the San Francisco Peaks, in southeastern Arizona, where the Sonoran, Chihuahuan, and Mojave deserts meet the Rocky Mountains to the north and the Sierra Madre to the south, the Madrean Sky Islands support an impressive variety of rare and endemic plants and animals, and they also serve as exemplary natural laboratory to explore ecological concepts, principles of evolution and conservation, political and cultural elements of conservation, and solutions to natural resource management challenges. During this trip, we will learn how these isolated sky island systems provided the evolutionary context that promotes high rates of endemism, and how they might offer stability in the face of an uncertain climate. We will discuss the many ecosystem functions they provide including water to the deserts below, and the challenges associated with maintaining connectivity. We'll also discuss the social and political challenges surrounding the use, management, and protection of these resources including the spiritual, cultural, and historical importance of the Sky Islands and desert landscapes to indigenous groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Field Study

ESF-5702: Ecology and Conservation in the Bahamas & Natural Resource Management in the Mountains of Arizona

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Field Study

ESF-5750: Special Topics Field Studies On & Natural Resource Management in the Mountains of Arizona

One-time, domestic destinations will vary from term-to-term in this Field Studies course.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Field Study

ESF-6000: Water Resource Management & Sustainable Practices

Through an interdisciplinary approach, this course provides knowledge of the theory and practice of this concept and the investigation of urban and rural water issues from the environmental management perspective. These topics will stimulate a critical examination of the historical and conceptual antecedents. With a focus on water resource management, these topics will also provide experience with the complex challenges of utilizing renewable energy in a sustainable manner. It will review the ecosystem approach to understanding water as a resource and how science, policy, decision-making, ethics, and corporate approaches each play an important role in the management of water in the urban setting. Peru will be examined through case studies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England
Method(s): Field Study

ESF-6005: Energy Decentralization Microgrid Systems for Rural Development

This course provides wide knowledge of microgrid technologies, energy policies in Nepal and implementation, especially in rural communities. It is an introduction to energy systems and renewable energy resources, with a scientific examination of the energy field and an emphasis on alternative energy sources and their technology and application. It consists of lectures and site-visits including solar and hydro power facilities and rural communities to install microgrid systems and assist in Nepal's efforts to electrify rural areas.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

ESF-6010: Energy Transition Renewable Energy Innovation & Sustainability

The objective of this course is understanding the various renewable energy technologies, and challenges and innovations within the industry on a global perspective. The course also includes facility tours to various power plants for hands-on learning, such as to a hydropower plant, a geothermal power plant, and a biofuel innovation site.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

ESF-6900: SIS-Field Ecology Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

ESM (Envt St Methods Course)

ESM-6010: Environmental Justice: Futures and Fictions

Climate change represents a nexus of environmental and social injustice with deep roots and deeper implications for the future(s). Unpacking the injustice of climate change requires us to examine what/whose futures have been curtailed. Likewise, working towards climate justice requires us to be able to envision liberatory environmental futures. In this course students will engage with a wide range of environmental futures through narrative, theory, and practice. Apocalyptic and dystopic futures abound throughout the climate discourse but too often obscure more about environmental (in)justice than they reveal, reinforcing the status quo rather than providing us with tools for transforming it. The goal of this course is for students to develop their skills for discerning how climate and other environmental narratives employ environmental values towards just and unjust futures and much in between. With these skills students will undertake a research project-with both critical and creative components-that delves into the environmental narratives and futures at play in the contexts/communities central to their work and/or homes.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online Meeting
(synchronous), Online (asynchronous)

ESP (Env Iss/Env Policy)

ESP-5100: Policy Advocacy: Climate Change

This course will provide participants with step-by-step skills in utilizing the tools of democracy to take meaningful civic action on climate change. Participants will learn the levers for building political will and the essentials of climate change

communication. They will apply their learning by taking action in collaboration with a local environmental organizations, and further their learning with their peers via Antioch's online learning platform and one-on-one meetings with the instructors. The United Nations Secretary-General called the 6th IPCC report "an ear-splitting wake-up call to the world. It confirms that climate change is running faster than we are - and we are running out of time" (United Nations Secretary General, 2018). But how do individuals take action beyond reducing their own carbon footprint? How can we advocate for the policies that will help solve this global crisis? While there is growing awareness in the U.S. Congress that action must be taken, federal legislators have little incentive to act unless there is focused engagement by constituents. This course positions participants to engage in effective policy advocacy focused on climate change.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ESP-5200: Policy Advocacy: Biodiversity Conservation

The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) has shone a spotlight on the ways in which biodiversity is threatened and pointed to solution pathways. IPBES, in its summary report for policymakers, states, "The biosphere, upon which humanity as a whole depends, is being altered to an unparalleled degree across all spatial scales. Biodiversity - the diversity within species, between species and of ecosystems - is declining faster than at any time in human history. Societal goals, including those related to food, water, energy, health and the achievement of human well-being for all, mitigating and adapting to climate change and conserving and sustainably using nature, can be achieved in sustainable pathways through the rapid and improved deployment of existing policy instruments and new initiatives that more effectively enlist individual and collective action for

transformative change. (IPBES, 2019) But how do scientists and researchers take action beyond their own research agenda to influence policy systems towards better biodiversity conservation outcomes? How can we advocate for the policies that will help solve this global crisis? Being able to translate your scientific research to inform policy is an essential skill set. Policymakers have little incentive to act unless there is focused engagement by constituents. This course will provide participants with skills in utilizing the tools of democracy to take meaningful action to protect and preserve biodiversity. There is an art and science to effective advocacy. We will tackle theory, practice, and case study research as a means of understanding effective venues, strategies and tactics for advocacy. We will engage in 'hands on' opportunities to build skills, knowledge, experience, and demonstrated ability. We will explore the role of the environmental professional as advocate in the formation and implementation of public policy at all scales and domains: international, national, state, and local levels and within private sector organizations and industries. This includes an advanced discussion of the environmental professional as a change agent in social, political, and economic contexts, and the environmental professional's roles within private and public sectors.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

ESP-6050: Citizen Participation & Sustainable Comm

Environmental issues feature scientific uncertainty and complexity, as well as diverse stakeholder values. As conservationists, resource managers, educators and advocates, how can we effectively engage citizens in the process of creating environmentally healthy, culturally rich, and economically strong communities through collective decision-making and actions? This course combines theory and practice to increase students'

understanding of sustainable community development; citizen participation; collaboration; scientific, local, practical and indigenous knowledge; and analytic-deliberative processes. U.S. and international case studies in conservation, sustainability and community education are used to illustrate and critique theoretical concepts. students' will develop practical skills in specific methods of stakeholder engagement.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESPE (Env Policy Electives)

ESPE-5605: Facilitating Organizations Towards Sustainable Practices

This course is based on the premise that the material and energy flow throughout one's home, business or community is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. Each stage of the life-cycle consumes energy, releases carbon and other pollutants to the environment. Students will learn the specific quantification and assessment skills to model beneficial changes in standard operating procedures, change in technology and/or change in production inputs that leads to a more sustainable utilization of resource and reduction in pollutants. Specific skills include learning how to map a system's process flow, quantify inputs and outputs, translate proposed beneficial changes into avoided-cost and reduced economic

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ESPE-5610: Organizational Materials & Waste Minimization

This course will provide students with an understanding of how to assess the system dynamics associated with materials generation and composition, internal collection and storage and eventual set out, transfer, recovery and/or disposal. Concurrently students will be introduced to the concept of a circular materials economy and investigate what the Achilles heel may be that limits the recovery of targeted materials from disposal. Skills will be developed in accounting and mass-balance tracking of materials flow across embedded system boundaries; as well as, being introduced to best management practices that can reduce or avoid non-product material releases beyond the organization's boundaries. This will be supplemented on how best to develop protocols in purchasing so to impact waste minimization up a supply chain, while concurrently developing strategies that allows producers to avoid environmental impacts from their choice of product design and intended use. Students will be able to prioritize alternative production processes through both a lens of carbon emissions avoidance and return on investment calculations.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ESPE-5615: Organization Energy Conservation

Students will be introduced to the language and conversion factors utilized in the analysis of electrical generation and conservation. With this foundation students will be trained in calculating energy use from observed appliances, fixtures and standard operating procedures within an organization. This will be supplemented with guidance in how to conduct level-two energy audits. Subsequently, each student will be asked to complete such an audit for both their own living space. Skills will be introduced and practiced so to determine greenhouse gas

emissions both from internal operations of an organization, as well as from the source of electricity from the utility provider. Students will also be introduced to social marketing techniques that will aid them within an organization, as well as within their community, to target unsustainable energy use behavior and subsequently build a commitment to improving such behavior. Each student will be able to apply such techniques within the context of their own workplace or community.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

ESPE-5700: Watershed Science & Management

This course is framed through a watershed science lens, where land use decisions can be assessed through monitoring impacts on the quality and volume of water, which in turn leads to the related impacts to soils, riparian corridors and indicator and keystone species. Students will master rapid field assessment procedures that are used as the first step in a response strategy that narrows the focus in order to conduct more in-depth, targeted analyses, which then can inform appropriate actions that avoid and/or mitigate potential impacts. These field techniques will be complemented by developing computer-based skills in modeling water related impacts resulting from potential changes in a watershed's land use. Such theory and skills provided in this course can be used at multiple scales of analysis from landscape conservation decision-making and management of watersheds, down to development of a specific parcel in a manner that minimizes environmental impacts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESPE-6905: Facilitating Organizations Towards Sustainable Practices

This course is based on the premise that the material and energy flow throughout one's home, business or community is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. Each stage of the life-cycle consumes energy, releases carbon and other pollutants to the environment. Students will learn the specific quantification and assessment skills to model beneficial changes in standard operating procedures, change in technology and/or change in production inputs that leads to a more sustainable utilization of resource and reduction in pollutants. Specific skills include learning how to map a system's process flow, quantify inputs and outputs, translate proposed beneficial changes into avoided-cost and reduced economic

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESS (Biosphere/Env Science)

ESS-5620: Natural Resource Inventory-Wildlife

What are the techniques we use to assess wildlife? What are the components of a well-rounded inventory? We will use winter snow and spring melt conditions to investigate the methods of detecting fur-bearers, amphibians, and birds. We will review the basics of developing investigation plans, base mapping, and map & compass use, and then begin our field sampling of wildlife sign, calls, and sightings. Lecture and field time will be combined to provide an in-depth review of line intercept, transect and point count methods. Assessments will be derived from quantitative data in order to provide guidance for management purposes.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESS-5630: Conservation Biology

This course examines the biology underlying our attempts to conserve diversity at the level of genes, species, communities, and ecosystems. We will learn about the major issues and problems in conservation biology, and the tools biologists use to accomplish their conservation goals. We will apply qualitative and quantitative tools from population biology, and community and landscape ecology to learn how we can predict the vulnerability of populations and species to extinction. Example case studies and current events will allow us to explore issues such as reserve design and management, policy issues, reintroduction projects, and restoration efforts. Students will delve into the most recent conservation biology literature to become familiar with predominant debates and contentious issues in the field. The course is designed to help students develop a critical perspective, pertinent quantitative tools, and a vision of where the field of conservation biology came from and where it is headed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESS-5730: Soil Ecology

The nation that destroys its soil, destroys itself. - Franklin Delano Roosevelt
The field of soil ecology has grown tremendously over the past 30 years as researchers, farmers, and conservation activists become aware of the important roles that soil organisms play in plant community structure, ecosystem functioning, and economic stability. Conservationists, land managers, and farmers continue to explore management techniques that incorporate soil health into conservation initiatives and farm plans. What is healthy soil? How do soil organisms influence soil fertility and plant

distribution? How does human activity influence the ability of soil organisms to function optimally? The first part of this course will focus on soil physical processes such as soil formation and development. We will then turn the bulk of our attention to soil biological properties and processes. Topics we will cover in depth include: soil microbial community structure and functioning; soil food webs; the impact of land management on soil organisms; the role of soil organisms in ecosystem functioning; soil organic matter turnover and nutrient cycling; interactions between soil biota and vascular plants; soil communities under conventional and sustainable agriculture, and; the effects of climate change and human activity on the structure and functioning of soil communities on a global scale. This course will combine lectures, seminars, field trips, and a self-guided laboratory or field experiment, and emphasis will be on both natural and agricultural ecosystems.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

ESS-5780: Principles of Sustainable Systems

This is a necessary foundational course for anybody striving to work in the sustainability field. The focus introduces, and builds upon foundational scientific laws that govern sustainability in all complex systems. The course will start by contrasting linear and complex system science. Specific laws to be examined will include the law of limits to growth, the second law of thermodynamics, and the law of self-organization. Biological, ecological, geological, and meteorological systems will be examined to show the workings of these laws at various spatial and temporal scales. The laws will then be applied to an examination of socioeconomic, political, and organizational systems. This course is the necessary foundation from which the student can springboard into other ES courses that address sustainability and resilience, especially the Energy and Materials Sustainability and Building Sustainable Organizations courses.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

ESS-6280: Marine Systems Science

This course is designed to give students an interdisciplinary perspective of ocean science focusing on the importance of marine ecosystems and the services the oceans provide as the largest ecosystem on Earth. Topics covered include ocean circulation, acidification, marine productivity, oil spills, hypoxia, coral bleaching, and marine reserves. Numerous marine habitats will be examined including coral reefs, mangroves, estuaries, sandy beaches, rocky shores, the open ocean and the deep sea. We will also examine Indigenous knowledge and stewardship practices connected to marine systems. Students will advocate for policy/solutions focusing on ocean health.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

ESSE (Env Science Elective)

ESSE-5680: Wildlife/Forest Mgt

This course will focus on management activities and their effects on forested ecosystems. In particular, habitat for wildlife populations, more specifically forest birds and mammals. The course will also address timber, water, aesthetics, carbon and forest certification. Topics covered include NRCS methodology for preparing a forest management/wildlife habitat management plan, wildlife habitat inventory techniques, habitat requirements of game, song, and other non-game birds, and upland and wetland game and fur-bearing mammals, and the integration of game and non-game species management with forest product harvesting.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

EXP (Experiential Learning)

EXP-2030: Reflective Practice in ECE I

Reflective practice is an approach that enables practitioners to identify and understand how they use their knowledge in applied situations and how they can integrate action and learning in more effective ways. The course introduces students to this approach through the work of John Dewey, Paulo Freire, Donald Schön and Antonia Darder among others. Oral presentations, case studies and short essay assignments encourage awareness of theories-in-use guiding one's practice, and support making tacit elements of knowledge explicit.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EXP-2031: Reflective Practice in ECE II

Reflective practice is an approach that enables practitioners to identify and understand how they use their knowledge in applied situations and how they can integrate action and learning in more effective ways. The course introduces students to this approach through the work of John Dewey, Paulo Freire, Donald Schön and Antonia Darder among others. Oral presentations, case studies and short essay assignments encourage awareness of theories-in-use guiding one's practice, and support making tacit elements of knowledge explicit.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EXP-3020: Documenting Life Learning

Explore the prior learning process to determine if pursuing college credit for previous life learning is appropriate. Learn skills necessary to translate life experience into potential course equivalents and integrate prior learning into a liberal studies degree. Students will produce an individualized prior learning credit plan. Workshop is a prerequisite for enrolling in WTRG 3030, Writing Prior Learning. Attendance at both sessions is required.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

EXP-3970: Service Learning

This includes learning in conjunction with a volunteer/service project in the community.

Min. Credits: 1.0 **Max Credits:** 10.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

EXP-3980: Internship/Practicum

This includes learning related to the development of practitioner skills either in one's current workplace or in a new professional role or setting one is considering and/or preparing to enter.

Min. Credits: 1.0 **Max Credits:** 10.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

EXP-4000: Service Learning: Women's Education Prog

In this learning activity, students participate in the Women's Education Program at Antioch. Students learn about the lives of homeless women in the Seattle community and find ways to assist those seeking to improve their lives during a difficult time.

Students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects and discussion and writing groups. HS

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Foundations (IMA)

FDN-5001: Introduction to Individualized Study

This course serves as the learners' introduction to Individualized Studies as a scholarly and transformative practice, through a dialogic process of scholarly reflection, introspection, and sharing of materials. Through this, learners will create a solid scaffolding for success in the IMA program. This course introduces students to interdisciplinarity and transdisciplinarity through the historical lenses of the Social Sciences and Humanities. Depending on their field of study, students will write a critical history of one important tradition in the Humanities or Social Sciences.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

FDN-5002: Foundations of Research Methods

This course introduces students to methods of research that they can effectively use to address the issues and questions that arise in the course of studying various aspects of human societies and human interactions. Students will become proficient at formulating researchable hypotheses, designing logical and effective quantitative and qualitative research strategies, conducting research that is relevant and applicable to their chosen fields of inquiry, evaluating data, addressing issues of

reliability and validity, and observing ethical research protocols.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

FDN-5003: Foundations in Individualized Study Sciences

This course explores various iterations of what a student wishes to accomplish in the course of creating their program of study in a student-defined area of study in their field. It will involve scholarly reflection, introspection, and sharing of materials. Students will become proficient at designing courses with relevant, meaningful, and measurable outcomes; at linking course descriptions with course outcomes; at creating demonstrable curricular maps; and at collaborating with others to explore the legitimacy of one's degree plan.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

FE (Field Experience)

FE-6000: Field Experience

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

FEC (Field Experience Continuation)

FEC-7000: Field Experience Continuation

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

FIL (Film)

FIL-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

FIL-3290: The Art of Screenwriting

This class uses a workshop format for students to develop the fundamental tools and techniques of screenwriting for film. It is designed to provide the creative and film writing student with skills that cultivate an ability to create compelling narrative story lines, a nuanced understanding of the dramatic structure of screenplays, and an ability to effectively read and write in film script format. The class is designed for the screenwriting student who is prepared to originate new work and present it in a supportive and rigorous workshop setting. Work will be given a close reading by all students and the teacher in the workshop. Participants will give detailed written comments as well as engage in group critique of work. The class will seek to investigate screenwriting as a genre that is both bound by conventions but breaks with held formulas. We will reflect on the commercial versus the artistic aspects of the screenplay and the demands of each market-how can the screenplays and stories we want to tell be both personal (reflect our cultural identities) and viable in a commercial marketplace? This class is

repeatable for credit.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

FIL-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

FIL-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

FIL-4800: Documentary Film Official Story

Documentary filmmaking is a living tradition. Historically, documentary filmmakers have influenced global policy agendas, framed political debates, witnessed events, and constructed views of reality for audiences that inspire action. The course focuses on documentary filmmaking in history and as practice. Students analyze contemporary and historical films from technical, economic, aesthetic, political and cultural perspectives, and develop their own creative visual storytelling talents through hands-on assignments, short essays, reflective writing, and finally, the production of a short film.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

FIN (Finance)

FIN-5100: Financial Analysis for Nonprofit Organizations

This course focuses on the practical application of financial statement analysis and the use of financial information to make decisions in nonprofit organizations. Students will explore financial definitions, concepts and structure of non-profit accounting principles, financial statements, and basic tools for interpreting financial information. Ultimately, students will develop confidence in reading and interpreting the financial position of an organization and use financial statements, along with knowledge of an industry and information about the marketplace, to make informed budget and financial decisions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

GBL (Global Studies)

GBL-3000: History of Globalization

The goal of this course is to explore the history of globalization from several different angles, to allow students to develop a strong foundation in knowledge about the different perspectives available in the scholarly community. Starting from a basic definition of globalization and developing critical thinking regarding the areas of global political influence, global military influence, and global economic influence in a historic sequence. Review of philosophies for each of the influence areas supported by group projects and interactive classroom activities will allow the students to get a broad overview of how globalization developed and why it has taken on such a dominant role in current global political and business discussions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

GBL-3130: Radical Economy From Inequality to Solidarity

This class explores possibilities and opportunities for strengthening our communities by building self-reliance, solidarity and a more democratic economy. We begin with looking at our big problems, such as lack of access to healthy food, climate chaos, and the struggle for healthy and safe places to live and work. Many of these issues stem from an inequitable economy, as evidenced by the loss of social safety nets and the lack of opportunity for everyday well-being. In order to tackle these problems thoughtfully and effectively, we will consider an inspiring range of alternative economic tools and ways of thinking; creative and innovative methods such as time banks, worker owned cooperatives, participatory budgeting, social entrepreneurship, and community finance models. The growing movement of worker-owned cooperatives exemplifies the real-world opportunities of the solidarity economy; reflecting values, cultures and communities of cooperation, building relationships of mutual support, tackling shared responsibility and democratic decision-making. These opportunities serve to strengthen the diversity of local cultures and environment, as well as epitomize a commitment to valuing and celebrating our shared humanity. We explore the principles of solidarity and "just transition" in class, by learning from individuals and groups who are thriving examples of organizing new and creative forms of conceiving public space, cultivating and consuming food, promoting self-sufficiency, developing equitable economic models, and fostering healthy, just communities. We'll examine and imagine our own place in the movement. Many local, regional, national and international initiatives are actively working to answer the call for a just new economy and sustainable future. In this course we will examine the current state of economic justice, assess and deconstruct the problems and root causes in financial systems, distinguish between the multiple perspectives of economic opportunity, investigate and analyze potential solutions, and create new

pathways. Our course activities will include group discussion, reading reflections, access to new media, project construction, conversations with guest speakers, and writing support.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

GBL-3140: Conflict Management I: Nature and Cause

An interdisciplinary examination of individual, group, organizational, national and transnational conflicts in the 'Ages of Globalization and Terrorism.' The world is irreversibly interdependent and marked by the free flow of capital, goods, people, knowledge and ideas, and at the same time subject to the increasingly turbulent forces of nationalism, ethnicity, religion and the spread of destructive technological capabilities (nuclear arms). By examining the root causes of conflict from the perspective of biology, psychology, economics and business, politics and technology, students will delve into the nature and sources of modern conflict, the strategies and tactics most often employed by disputants and the dynamic and structural forces that cause conflict to escalate, stalemate, deescalate and ultimately settle.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

GBL-3610: Global Economics

Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and other countries.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

GBL-3801: Global Women's Health

This class will explore the social and biological factors impacting women's health, with special emphasis on the countries of the Global South: Asia, Africa, and Latin America. Women's and girls' health is linked to many dimensions, including the type of work they do, access to food and water, sanitation, cultural practices regarding pregnancy and childbirth, and access to health care services, as well as local patterns of disease and other health concerns. As we explore these questions, we will seek the voices of the women of the Global South, and explore how local communities are coming together to improve women's health. Topics will include the role of traditional birth attendants, the impact of poverty, violence against women, safe practices for childbirth, as well as the innovative programs for health education provided by community health workers in many rural communities. We will also attempt to explore the impact of the current pandemic on women and girls in communities of the Global South.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Online Meeting (synchronous)

GBL-3941: Spc Topics in Global Studies

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

GBL-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

GBL-4800: Special Topics in Global Studies

Includes course offerings of special interest a

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

GEG (Geography)

GEG-3030: Global Justice & Ecology; Crisis, Strategy and Change

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

GEG-3100: Mapping for Social Justice

Using free, open source tools such as Google Earth Pro, EPA EJSCREEN, OpenStreetMap, QGIS, and Esri Story Maps, this course develops one's conceptual understanding of place/space and spatial relationships. Students will learn to think critically and creatively about visually representing our world in ways that support social, economic, and environmental justice, and promote community resilience. Students will be introduced to spatial datasets, cartography, and basic geographic information systems (GIS). Those who successfully complete the course will be well on the way toward designing and producing effective reference and thematic maps using freely available software, and gain insight into the interpretation and critique of maps and related information graphics.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle
Method(s): Classroom

HAD (Healthcare Admin)

HAD-4250: Fundamentals of Healthcare Administration

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

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HAD-4800: Experiential Learning in Healthcare Admin

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

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)
Prerequisites: HAD-4250: Fundmntls of Healthcare Admin
Faculty Consent Required: Y

HDV (Human Development)

HDV-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Field Study

HDV-3600: Intro to Resilience and Posttraumatic Growth

In this course, students will be introduced to concepts related to resilience in the face of trauma, or complex trauma. Students will also develop a self-care plan and discuss general trauma narratives from the lens of meaning making, reframing negative self-speak, normative language, and potential pathways towards defining posttraumatic growth. Additionally, students will discuss strategies for building trust in social engagements, developing a calm, mind-body state of being, and giving voice to personal narratives through journaling or other student defined forms of expression. Finally, students will define long-term strategies for safeguarding resilience and maintaining self-care strategies given the uncertainty of personal and social challenges.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HDV-3900: Caring for the Aging

In order to understand how to care for the aging it is essential to recognize how biological, social, economic, and historical factors influence the aging process, including the numerous controversies surrounding these issues. Therefore this course will provide students with an overview of our aging population and society's role in this stage of development. Students will examine many of the controversial issues surrounding the care of older people and will be encouraged to engage in discussions and writing assignments that allow them to critique the ideas, theories, and processes from the assigned readings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4020: Child and Adolescent Development

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4030: Adult Development

This course covers the development of the individual from young adulthood through old age in the context of contemporary society. Physical, psychological, and social changes are examined as they relate to individual and family functioning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4140: Behavioral Physiology

This course provides a review of the major anatomical brain structures and physiological systems that affect human behavior, cognition, and emotion. In addition, students will learn how brain function is influenced by external environmental stimuli - like social interactions and contact with animals.

Throughout the course there will be an emphasis on both normal and abnormal functioning of the brain.

Therefore topics such as left/right hemisphere differences, sex, the physiology of chemical dependency, and brain disorders are also examined.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4195: Dying as a Stage of Life

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4200: Lives in Transition

Students reflect upon prior life experience as a source of learning. Guided by theoretical readings students examine their own life and the lives of other course members to learn about such topics as adult life passages, roles, and self-identity. This course may culminate in a major paper to be submitted for prior experiential learning credit.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University
Method(s): Online (asynchronous)

HDV-4210: Contemporary Family Patterns

This course examines contemporary American marital and family systems, roles, and relationships in their historical, societal, and cultural context. Topics addressed in this course include the relationship and impact that emerging demographic trends, social class, ethnic or cultural composition, changes in gender roles and identities, and work-related issues have on family structures and parenthood.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HDV-4230: Systemic & Generational Trauma

In this course, students will examine systemic trauma and the generational impacts on both the individual and respective communities, to include a brief examination of neurophysiological development as experienced generationally. Students will explore human responses to systemic trauma by evaluating systemic racism, colonialism, patriarchal violence, and environmental destruction. Additionally, students will evaluate representative current literature on systemic oppression and discuss the impacts of systemic and generational trauma in their own experience and that of their communities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HDV-4550.SB: Child Development & Learning

This class provides students with the opportunity to study and do research related to current child development theory and their applications in school

and classroom contexts for children in grades K through 8. Students learn to read and interpret professional journal articles in order to explore the influence of culture on child development and child rearing practices. Student will learn to conduct developmental observations and interviews with children. Primary topics are cognitive, emotional, social and moral development, moral education, the role of children in US culture, and children's rights.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

HDV-4581: Language Development & Acquisition

Credential candidates will develop knowledge of foundational theories, skills, and instructional practices necessary to make informed decisions regarding instruction, engagement and assessment that will ensure English language proficiency and academic progress for all students, especially English learners. Affective factors influencing students' cognitive, social, and linguistic development will be addressed. Credential candidates will also be introduced to relevant federal and state laws, policies, and legal requirements governing the education and assessment of students who are designated as English language learners.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

HDV-4910: Ecology of Human Development

This course examines the effects that the social environment has on human growth and maturation, and how it contributes to the development of persons or groups. This course may include explorations of different cultural models of parenting, of various types of interactions that group members have in neighborhoods or educational settings, and of how

work and labor are related to the development of individuals, families, and communities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HEA (Health)

HEA-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

HIS (History)

HIS-3040: Washington to Hollywood the Impact of Popular Culture on Politics, Race and Religion in America

This course examines the interplay between mass media and politics, race, and religion in contemporary American society. Students investigate the influence of popular culture on such critical topics as abortion, presidential politics, race, national security, judicial appointments, corporate corruption, and questions concerning moral values. Through lectures, critical dialogue, guest speakers, films and documentaries such as Fahrenheit 911, Crash, and Passion of the Christ, students examine view points spanning the left, right, and center of the political spectrum.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3060: Standing for Justice History of the U.S. Civil Rights Movement

This course examines the major events and themes of social justice in African-American history during the contemporary period. Social, cultural, and philosophical contexts are presented as students become acquainted with such notable figures as Marcus Garvey, Martin Luther King, Malcolm X, and Zola Neale Hurston through their writings and political action. A close look at the events of the '60s provide a backdrop for understanding civil rights issues and movements in the African-American community today.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3240: Catch the Fire History and Culture of The Black Church

In this class students explore the historical and cultural underpinnings of African American theology. Tracing the sources of theology from within the black historical experience, a significant focus of study includes the continuing role and engagement of the church in the struggle for racial and social justice. Students critically examine the historical and cultural context of the emergence of the church from its historical roots in Africa, through the eighteenth and nineteenth centuries, and civil rights and Black Power Movements.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

HIS-3310A: The Rise of the Black Power Movement and The Black Panther Party

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3320: The Immigration Debate in Historical Perspective

The United States had an essentially open border at the turn of the twentieth century, so why has increased border control become one of the top concerns of many Americans at the start of the twenty-first? The current, often volatile and certainly emotional debates about immigration raise questions about not only the reform of immigration policy, but also the meanings of American citizenship and the futures of the nation. This course will analyze the contemporary immigration controversies through a close examination of their historical roots. Course topics will include the history of immigration policy in the United States; analysis of the relationships between the cultural, political, and economic dimensions of immigration, past and present; engagement with contemporary community groups that take different perspectives on immigration; analysis of the current proposals for immigration reform by the House of Representatives, U.S. Senate, and individual political representatives; and critical comparisons with immigration policies used by other countries.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3360: Environmental & Social History of Los Angeles

The place we now call Los Angeles emerged 17,000,000 years ago from the Pacific Ocean. In the intervening years, mountains forced their way up from the land forming the boundaries of a large basin. Vast quantities of water coursed down the north and south sides of mountains and hills we now call Santa Monica, Simi, Santa Susanna, San Gabriel, and Verdugo. For all but 8,000 of those years, this place and those mountains needed no name. They just were. Then came the Tongva, the Chumash, and others - the first humans to settle here. Their names

for this place were various: Kaweenga, Pasheekwnga, Komiiwet, to name a few. After what seems to have been 8,000 relatively peaceful years, representatives of the Spanish King arrived in an area somewhere near the confluence of the Los Angeles River and the Arroyo Seco, declared this place to be El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula. This course examines the changes in the land going forward from that time.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3370: Harlem Renaissance in the Jazz Age 1920-1938

This course critically examines the Harlem Renaissance as a by-product of the first Great Migration of African Americans from the south to the north at the turn of the century. The Harlem Renaissance, like the Great Migration, came to symbolize a people reborn as they moved from plantation to urban settings. This course focuses on artists, social activists, intellectuals and political operatives of the Harlem Renaissance that include such luminaries as W.E.B. DuBois, Zora Neal Hurston, Duke Ellington, Marcus Garvey, Langston Hughes, Billie Holiday, and Alain Locke. This course introduces students to the history of the United States from the age of exploration to the end of the Civil War. The course explores several questions: What is American history? From whose vantage point is it typically told? What does it mean to write a people's history? Can history be radical? Although much of history consists of names, dates, places, and people we were once told to memorize by our elementary- and high-school teachers, this course focuses instead on how we make sense of that past and why history is written in the way that is. Among the major themes this course addresses is the question of America and American as identities, places, ideologies and social positions. Though we use these terms often what exactly do we mean by them? What does it mean, for example, to call oneself an American? How does that

concept change according to positions of class, race, gender, or sexuality? Can someone from Bolivia call herself an American? Does it mean the same thing to North Americans? If someone tells you while you are travelling abroad that he or she appreciates American culture, is he or she referring to a Jackson Pollack painting, Yosemite National Park, Donald Trump, The Metropolitan Museum of Art, or a hamburger? In this course we will grapple with some of these issues. We will draw upon our own personal experiences to each come up with our own unique definition of American culture. For some this may be as simple as identifying with the neighborhood one grew up in. For others, however, the idea of being American or of American culture may not be bounded by space or time.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HIS-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

HIS-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

HSA (Human Services Admin)

HSA-4200: Human Services Systems and Grants

This course explores the broad range of human services available in most large communities and the social policy context in which these services are

delivered and funded. Topics include the ways in which services are delivered, the interconnections among the various agencies and organizations providing services and how to access these services including the writing of grants. Students have the opportunity to investigate services that are of particular interest to them as well as develop a philanthropy project. In this course, the student develops skills useful in conducting library research on and writing about topics in human development and human services and writing about topics in these fields. It emphasizes the preparation of grant applications in human services settings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-4300: Issues of Poverty and Hunger In the US

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5113: Organizational Leadership and Governance

As the environment for nonprofits continues to change, the demand for measured and innovative nonprofit leadership and governance is at a premium. In this course, students explore the unique aspects of nonprofit board governance with a primary focus on roles and responsibilities of the board, executive leadership, staff, and volunteers; how governing

boards function; and elements that contribute to the overall organizational effectiveness and mission achievement.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5200: Grant Writing and Resource Development

This course provides students with a practical understanding of old and new concepts, techniques and theories of nonprofit/human service organization resource development. Students will think creatively about resource generation and learn how to build a story to express organizational need. The course includes a substantive section on the preparation of an effective grant application and exploration of frequent issues like knowing one's capacity to "get the job done" or creating and implementing outcomes and ensuring realistic expectations and infrastructure for implementation success. The course concludes by highlighting the power in developing non-monetary resources through collaborative partners and building coalitions in order to be more successful systems of financial independence. Course Objectives: 1. Examine the basic concepts, techniques and theories of financial fundraising practices. 2. Tell stories that express the problem and need in order to apply their request to multiple modalities of fundraising. 3. Discover and understand the development and nurture of productive relationships and coalitions that move organizations forward in maintaining resources, capacity, and financial sustainability.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5210: Program Planning and Evaluation

This course introduces students to the purposes of and strategies for program planning in nonprofit

organizations. The primary focus of the class is building of the knowledge and skills required of program professionals. Students explore and examine theories, concepts, approaches, and processes fundamental to program planning and evaluation. Using research, reflection and practical application, student will explore the development, implementation, and evaluation of programs that aim to effect change and build capacity of individuals, families, and communities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5230: Human Services Systems and Organizations

This course examines the organization through which social welfare and social services are delivered. Using systems theory perspective, students will develop a more nuanced perspective on the structure and functioning of complex social service organizations. Topics will include the history of social service agencies, adapting to changes in the social environments, how to grow and develop services, and how to navigate socio-political relationships.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5900: Capstone Project

The course provides an opportunity for students to design and execute an individualized project to integrate and expand on skills and knowledge attained throughout their graduate program. Working with a faculty advisor, students pursue their professional interests by taking one of two approaches, either writing an extended research paper or conducting and reporting on a practical project of use to an organization of their choice. Both

approaches involve a written report/artifact and presentation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HSA-5995: Independent Study

This class affords a student the opportunity to work one-on-one with a faculty member to explore a topic of special academic interest or engage in a creative, practice-based learning project. A student is expected to deepen their understanding of the identified topic and present a tangible product representing their learning. The course may consist of directed readings, applied work, independent research, or other activities to address the individualized nature of the course. Approval of an independent study is based on the student's readiness for independent work and the topic/materials are not a substitute for a required course. A student may not earn more than six (6) credits of independent study.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Independent Study, Online (asynchronous)

HUM (Humanities)

HUM-1100: Philosophy: Good Questions for Life

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-1110: Literature: Reading Cultures

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-1120: Art History: Visual Literacy

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-1200: US History

Provides an overview of key moments and issues in US History with a focus on what it means to be a citizen/resident/inhabitant of the US today and how that has changed throughout US history. Examines how the many populations of the North American continent have come to relate to one another and have struggled to find a way to live together, and how these efforts have been informed by ideals of democracy and human rights.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1210: Western Literature

Introduces students to the classical texts undergirding Western culture. Examines how themes developed in ancient Greece reverberate through the years, finding flower in Roman, English, French and American cultures. The course is rounded out with selections from modern and contemporary American sources.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1220: Critical Writing

Introduces college-level grammar, punctuation, paragraph construction, idea development and

citation formats (learning to properly quote from outside sources). Explores how ideas and details are the basis for creating stories that deeply impact readers and cause them to imagine new experiences and ways of thinking.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1300: Western Art History

An exploration of visual arts with an emphasis on the evolution of artistic thought and ideas throughout Western art history. Students learn to observe, describe, think about and communicate understanding of artworks through a technique called the Visual Thinking Strategies (VTS) process.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1310: Moral Philosophy

Engages students in reading some key philosophical texts as they relate to ways of living a good life. Focus on classic readings from ancient Western civilization including works by the Greek philosopher Plato, and especially the teachings of Socrates.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1320: Creative Writing

Introduces college-level grammar, punctuation, paragraph construction, idea development and citation formats (learning to properly quote from outside sources). Explores how ideas and details are the basis for creating stories that deeply impact readers and cause them to imagine new experiences

and ways of thinking.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1400: Creative Writing II

Focus on poetry and creative writing as forms that allow participants to write down raw emotions without worrying too much about formal writing rules, which may hold the writer back from expressing their personal lived experience.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1410: Special Topics in Humanities

Addresses emergent themes and current events cast within one of the four lenses Clemente coursework: US History (e.g. Indigenous History), Art History (e.g. Contemporary Exhibits at Seattle Art Museum), Moral Philosophy (e.g. Presidential Impeachment), and Literature (e.g. Contemporary American Literature).

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-1510: Independent Study: Humanities

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

HUM-2999: Individualized Study in the Humanities

Individualized learning in the integrative humanities spanning history, literature, art history, philosophy, and writing, as negotiated, in relation to contemporary veteran issues. Often building on learning from a core course in the Clemente Veteran's Initiative.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-3011: Ancient Civilization Africa to Asia

An exploration of the daily lives of people of antiquity, their worldviews and methods of social and political organization, their discoveries, inventions and creations in literature, science, and spiritual practice, and ways in which we can derive inspiration from their cultures and histories.

Min. Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3013: Far Eastern Civilizations

This course explores the lives of the people of antiquity in the Far East. We will address their worldviews and methods of social and political organization, their discoveries, inventions, spiritual practices, science, and literary achievements. We will also address the cultural and historical heritages and legacies they left behind.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3022: Greek Civilization

This course explores the historical and cultural evolution of classical Greece through the epics, dramas, histories and philosophies that both reflected and shaped the minds and events from the Classical world. Students will consider how reason and observation came to challenge Greek mythological thinking and how early Greek philosophy, politics, history, art, and writings reflected and shaped the entire Mediterranean world.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3023: Roman Civilization

This course explores the historical and cultural evolution of classical Rome through the epics, dramas, histories and philosophies that both reflected and shaped the minds and events from the Classical world. Students will consider how reason and observation came to challenge early Roman mythological thinking and how early Greek philosophy, politics, history, art, and writings shaped early Roman thought. Students will also reflect on the impact that ancient Rome had on Western European thought and culture.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3032: Early Jewish & Christian Heritages

In addition to learning about the main themes of the sacred scriptures from these religious traditions, students will explore the diverse ways scholars have interpreted the Hebrew Scriptures and the New Testament. They explore how Judaism and Christianity took institutional shape and diversified over time.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-3033: Early Islamic Heritage

In addition to learning about the main themes of the sacred scriptures from this religious tradition, students will explore the diverse ways scholars have interpreted the Quran. They will also explore how Muslim traditions took institutional shape and diversified over time, and they will also explore the Islamic world and examine its contributions to European civilization during the early Renaissance, and assess contemporary tensions and affinities between the Muslim peoples and the West.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-3034: Early Jewish Heritage and Its Impact on Contemporary Society

The Abrahamic traditions - encompassing Judaism, Christianity, and Islam - claim adherents across the globe. Far more than a personal approach to piety and morality, the worldviews of these religions influence law, politics, art, architecture, spirituality, morality, and more. For over half the Earth's population, they shape understandings of such essential human constructs as community, individuality, and right relationship to one another. This course examines the origins and early development of the Judaic tradition and its continuing impact upon society in contemporary times.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-3035: Early Christian Heritage and Its Impact on Contemporary Society

The Abrahamic traditions - encompassing Judaism, Christianity, and Islam - claim adherents across the globe. Far more than a personal approach to piety and morality, the worldviews of these religions influence law, politics, art, architecture, spirituality, morality, and more. For over half the Earth's population, they shape understandings of such essential human constructs as community, individuality, and right relationship to one another. This course examines the origins and early development of the Christian tradition and its continuing impact upon society in contemporary times.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-3036: Early Islamic Heritage and Its Impact on Contemporary Society

The Abrahamic traditions - encompassing Judaism, Christianity, and Islam - claim adherents across the globe. Far more than a personal approach to piety and morality, the worldviews of these religions influence law, politics, art, architecture, spirituality, morality, and more. For over half the Earth's population, they shape understandings of such essential human constructs as community, individuality, and right relationship to one another. This course examines the origins and early development of the Islamic tradition and its continuing impact upon society in contemporary times.

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-3040: Birds in the Field & Human Imagination

The purpose of this course is to engage a tradition that spans millennia and every culture: a human fascination with birds. Taking a multidisciplinary approach, we will explore birds through many lens and avenues. As naturalists, we will seek out birds in

the wild, experimenting with different approaches to observation. We will consider common themes in the life circumstances of birds, as well as explore the impact of human civilization on the ecology of natural habitats. Further, we will explore birds as symbols of the human imagination as expressed

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3042: Medieval and Renaissance Europe

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3052: Colonialism

Students explore the impact of colonial contacts between Europe, the Americas, Africa and Asia, the rise of revolutionary modes of thinking which challenged all forms of inherited dogma, oppression and forms of exploitation by reading and discussing major classics of literature, philosophy and history.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3053: Postcolonialism

In this course, we will examine the rise of divergent modes of thought and expression through the lens of the classics of literature, philosophy and history in various cultures from around the world. We will also explore the manner in which global capitalism has become a force that has shaped personal modes of expression and self-definition throughout the globe in the past century.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3062: Indigenous Civ in Latin Amer & Caribbean

This course addresses the histories, cultures, and heritages of the great civilizations from the center of Mexico, throughout the southern part of the Americas. Particular emphasis will be placed on the daily rituals, diets, worship practices, scientific achievements, ways of life, and worldviews of the Aztec, Incan and Mayan cultures.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3063: Indigenous Civilizations of N America

This course addresses the histories, cultures, and heritages of the great civilizations from present day United States and Canada Americas. Particular emphasis will be placed on the daily rituals, diets, worship practices, scientific achievements, ways of life, and worldviews of the indigenous peoples of the Desert Southwest, the Great Plains, the Eastern Woodlands, the Great Lakes, and the Pacific Northwest.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3120: Contemporary Approaches to Social Studies

This course explores contemporary issues in social studies -- governmental structures, social and institutional histories, economic systems, etc. -- as well as the public schooling curricula that structure and situate the ways these issues are taken up in schooling contexts. In this course students explore relevant local, national, and international social studies structures, systems, and theories, and consider their consequences for individuals, schools, communities, and imagined futures. Students expand their knowledge and awareness of what "social studies" means -- and the disciplines included in that title -- and cultivate their own interests and curiosities regarding social studies topics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

HUM-3160: Human Rights and Children

This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children's rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children's' rights to access to education and medical services.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3230B: Addiction in Literature & Film

This course will explore addiction in literature and film and encourage students to consider varying perspectives of addiction and its portrayal in these mediums. Students will be provided with an opportunity to view addiction through the lens of classic writers such as Tolstoy, Cheever, Parker and Poe as well as contemporary provocative works by Verghese, Bullitt-Jonas and the Barthelme brothers who collectively give shape and meaning to the raw experience of uncontrollable urges. Students will have an opportunity to analyze themes such as escape, desire, emptiness, and need, which form a crucial part of many literary and film experiences, particularly in contemporary works. This journey will also explore addiction in (American) film as we view clips from powerfully compelling movies that will provide students an opportunity to view societal and cultural perspectives as well as social justice issues brought forth in film. Students will be invited to explore the systems and power structures in place in these mediums that either knowingly, or unknowingly, have an impact on society's experience with addiction. Students will also be asked to contribute their critical perspective on how addiction is portrayed in literature and film and their views on how the stigma associated with addiction is represented.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3240B: Shakespeare Deconstructed Gender and Power Play

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3270: Constructions of Masculinity in America

How is masculinity constructed? This course will explore the intersectionality of aspects of American culture -- particularly, race, ethnicity, religion, immigration, sexual orientation/identity, and socio-economic status -- and how they contribute to the inextricably linked definitions, practices and discourses of masculinity in America. Explorations of these themes of American culture will make visible how current views and practices of masculinity have been fortified in myriad aspects of our lives. As each class session will be dedicated to illuminating a particular theme in American culture, students will learn that particular theme's (1) influences on the constructions of masculinity, (2) effects on the development of masculinity discourses within various populations, and (3) potential to imagine more inclusive, accessible, and sustainable versions of masculinity in America than are currently and practiced. An interactive class format will be utilized, including critique of all assigned readings, film and video screenings, large and small group discussion, self-reflective written assignments, and oral/visual final presentations.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3280: Capturing Stories: COVID-19

Capturing Stories invites students to collect personal stories of the pandemic from their own lives and in the communities where they live. Inspired by the COVID-19 Oral History Project and A Journal of the Plague Year, this new course allows students the freedom to observe, reflect and participate in gathering data in real time about how the virus has impacted lives. This includes topics such as health, habits, jobs, families, well-being, dreams, politics, visions of the future, and much more. Students conduct at least one oral history interview which will become part of a larger archive online, in partnership with other universities. We can share pictures, memes

and videos of what people are experiencing right now: empty streets, working from home, chalk-drawn messages of encouragement. Students will also engage their creativity in artwork, theater, music or a dance using available media such as photography, video, audio recording, etc. While students collaborate on group projects, their curiosity determines the subject matter. Together, we will document how CoVid19 is influencing lives, from the mundane to the extraordinary - or not at all. Along the way, we'll practice active listening, research skills, hands-on media production, and have fun.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3290: Prophetic Voices, Future Visions

This course will explore dimensions of the prophetic imagination across time and cultures in search for clues or messages for our current era and the future. What has the wisdom of the past predicted? What can we learn from these voices? As a class, we will explore literature, poetry, historical accounts, philosophy, depth psychology, and sacred texts from a wide array of sources including: indigenous spiritualities from around the globe, Taoism, Hinduism, Buddhism, the Abrahamic traditions, science fiction, technological forecasts, and several compelling modern accounts. At the end of the course, students will engage their prophetic imagination by writing a prophecy or vision of the future uniquely their own. This class encourages students to consider the larger scope of psychological history while accessing a fascinating spiritual landscape encoded with vital knowledge regarding humanity's way forward. This is a "W" (writing emphasis) class in which students will develop tools to improve their academic writing.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3310A: Symbols, Patterns, and the Cosmic Whole

The natural world, humans, and the cosmos are constructed from patterns reflecting numbers, geometric shapes and relationships. Each image with its correlative numerical value is unique in its role in creating and maintaining the cosmic order. This course explores symbols and patterns and their relationship to each other as well as their individual expressions in nature, architecture, mythology, the arts and their role in guiding the life process itself. From unity and wholeness to transformation, stability, and completion, numerical symbols, geometric shapes, and patterns are explored in the cultures of the Ancient Near East (Sumerian, Babylonian), Egypt, Greece, Central and South America (Mayan, Aztec, Incan), the Far East (Japan, China, Thailand), and Medieval Europe. Designed to deepen an understanding of the natural world and human culture through an exploration of the numerical and geometric foundations of both human and natural design, this course develops the tools necessary for a life-affirming metaphysical, psychological, and sociological relationship to one's self, others, and the world.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3380: Picasso: Life and Work

This course studies Picasso as an original artist and Picasso, the person, in relation to his constructivism. Contributions to Cubism are emphasized. In addition, the work of other artists are compared and contrasted such as Rodin, Matisse, Rembrandt, and Michelangelo.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3450: Foundations of Civilization

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3480B: Gay & Lesbian History Through Documentary Film

This course explores the past 100 years of gay and lesbian history, powerfully evoked through numerous award-winning documentary films and one classic historical text. Each class includes the screening of a full-length film, followed by deconstructive conversations exploring the cultural, political, and psychological impact on gay and lesbian individual and community identity in America. This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3510: Independent Study

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of American culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

HUM-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

HUM-3600: Justice and Equity

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-3630B: Watching Black on Network Television From Amos & Andy to Black-Ish

Against a background and history of the African American struggle for social justice and human & civil rights spanning from the 1950s to 2022, this

course chronicles and analyzes the diverse contributions of Black artists featured on television, cable, streaming services-including independently produced series-and, to a lesser extent, film. A significant focus is critical analysis of changing social roles and images of African Americans presented from the "stereotypes" of the early years to contemporary times. We take a critical view of media-inspired images of the postwar era to the expanding images of the 1990s and early 2000, right up until the television years of "Black-ish." An additional focus on issues and portrayals based on race, gender and the LBQTQ community looks at their role in shaping audience perceptions, popular culture, attitudes, and programming. Students critically examine the social and historical impact of serials, specials, docu-series, and documentaries in television entertainment history.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

HUM-3670B: The Narrative Method Bldg Empathic Relationships

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3680: Human Narrative and American Culture

This two-day workshop will take an intensive, critical, intersectional look at narrative and its place in American culture. Through the lens of readings in the neuroscience of history, the social psychology behind tribalism and moral choices, and the sociology behind the history of cities, we will take a closer look at varying influences on our national narrative and how we perceive it. We will question how it can be shaped and reshaped, and the place that we, as citizens have in that narrative. Particular

attention will be given to our constantly shifting present-day national narrative as it is influenced and changed daily through the news and social media. Through lectures, analysis of pre-class readings, dialogue, and in-class writing exercises, we will ask how we were formed by the narratives in which we grew up, how those narratives spoke to or ignored us, and how we can, through our own writings, social media practices, and behavior in our communities help to shape the narrative of the world in which we live.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

HUM-3710: The Politics of Psychology

This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. *This is a highly recommended gateway course for all Psychology Concentration students.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3710C: Politics of Psychology

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3720: Latina/o/x Studies the Culture & the Politics

Welcome to an experience that will leave you with more questions than answers. That is a goal, and in our jornada we will learn through a (re)mix of the social sciences and humanities, as well as interdisciplinary areas that represent different regions, countries and nationalities of focus. On the social sciences side, we will discuss this interdisciplinary area through politics and political sociology. On the humanities side, we will experience poetry, music, storytelling, and creative writing. This is a "W" (writing emphasis) class in which students will develop tools to improve their academic writing. *The term "Latina/o/x Studies" is a reflection of dialogues taking place in the interdisciplinary area relating to the presence of Latin American nationalities in the United States and elsewhere. It is a blend of two strands of thinking: "Latina/o Studies" and "Latinx Studies," There is agreement on the need to shift away from the male "Latino" toward gender-inclusive forms.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3801: Israel & Palestine History, Literature & Media

Howard Zinn (1922-2010), historian, teacher, playwright, and social activist, is best known for his seminal work, *A People's History of the United States*. Zinn approached history from the basic premise that the lives of 'ordinary' people matter - that means workers, women, people of color and others. Their stories were often left out of the conventional histories of the United States. His books document their struggles, victories and the setbacks that exposed the power structures of their times. They show resilience when standing up against injustice as they organized and challenged the status quo. This course includes a close reading of selections from Zinn's book, his essays, and his autobiography. It also

draws from an extensive video archive placing his life in a context of movements for social change. Students gain an understanding of the politics of history and of historians, sharpen their research and writing skills through essays and a research paper, and evaluate the impact of Howard Zinn's legacy in education and political action a decade after his passing.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3810: Zen & Taoism

The Zen tradition is deeply rooted in Taoism. In truth, it was born from, and is an extension of, Taoist ontology. This course will explore what lies at the heart of both of these traditions by examining the cultural context, art, and narratives produced by these enigmatic schools of thought. This profoundly rich spiritual heritage has much to offer the modern world. Its ability to abide in uncertainty and seek awareness outside the confines of rational thought provide a respite from the tangles of dualism so dominant in the West. The ephemeral nature of this lineage offers a redemptive spaciousness amidst the clutter and distortions of the 21st century.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3820: Sacred Activism

Amidst environmental degradation, a global pandemic, rampant capitalism, systemic racism, and a myriad of societal issues, it is often difficult to maintain a sense of hope, vitality, and connection. One of the great dangers of our time is the tendency for individuals to become so overwhelmed that it becomes hard to cope with life, let alone do the important work that our changing world calls us to do. This class is designed to offer perspectives on the

possibility of healing and transformation that opens us to our potential for sacred action. By reading progressive works by theorists, activists, environmentalist, and modern-day mystics, we will be exposed to ideas that will give us the tools to move forward with the hearts and minds of warriors for change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3840: The Unified Field A Web of Interconnection

Throughout time and across cultural divides, the notion of unity or interconnection is a concept that lies at the heart of a myriad of religious traditions and spiritual philosophies on the planet. From Indigenous peoples, the yogis of India and Tibet, the mystical writings of the Abrahamic Traditions, and the findings of modern science; unified field theory continues to unfold and develop in compelling ways. By considering this topic through the lens of mythology, sacred texts, depth psychology, and quantum mechanics, we will contemplate the meaning, significance, and relevance of a world view in which consciousness, nature, and the elementary roots of matter itself are intrinsically bound together in a sea, web, and network—a great system of relationships.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

HUM-3850A: Psychology of Love as the Path to Wholeness

This course examines the concept of love in its myriad expressions, analyzing each within a context of its role in maintaining psychological wholeness and health. Students gain an appreciation for and understanding of the concept of love in its various meanings and expressions as well as its value to a

healthy psyche (consciously and sub/unconsciously) to both antiquity as well as contemporary society. Love is recognized as the force of creation and the energy by which life continues to exert itself in its many manifestations. Students discern the myriad experiences of love and their expressions within a personal experience of self and among/between others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3870: The Psychology of Fairy Tales

This course introduces students to a range of conceptual approaches to the understanding of fairy tales, including folklorist, literary, psychoanalytic, feminist, and cross-cultural. Through lecture, theoretical readings, close reading of fairy tale texts, interactive classroom discussion, and written assignments students will develop their critical lenses for interpreting the tales, critiquing conceptual approaches, and reflecting on the personal meaning they have acquired from the learning.

Min. Credits: 3.0

Location(s): Antioch Univ Los Angeles

HUM-3870: The Psychology of Fairy Tales

This course introduces students to a range of conceptual approaches to the understanding of fairy tales, including folklorist, literary, psychoanalytic, feminist, and cross-cultural. Through lecture, theoretical readings, close reading of fairy tale texts, interactive classroom discussion, and written assignments students will develop their critical lenses for interpreting the tales, critiquing conceptual approaches, and reflecting on the personal meaning they have acquired from the learning.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3890: Buddhism's Myths Magic Mystics

The Buddhist tradition is rife with stories and mythologies about the esoteric practices and beliefs of its adherents. This course will explore multiple accounts of the supernatural abilities that are considered common among the monks and lamas of this rich and complex religion. We will also explore the role of deities, bardos, and ritual alongside the basic tenets of Buddhist philosophy and lore. Come prepared to conceptualize a myriad of elements from a vibrant worldview that is practical, phenomenological, and otherworldly in its scope.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-3900BD: Black Mexico Recovering Mexico's African Past

This workshop traces the African heritage in Mexico, known as the Third Root. Through an interdisciplinary approach that include the chronicles of the Conquest, the 18th century Casta Paintings, And live music, the students will explore Mexico's third root, and understand how the widely held concept of Mexico as a Mestizo nation (half Spanish and half Indian) excludes its African heritage. Students will learn how to identify in various texts the African presence in Mexico, focusing in three historical periods: the Spanish Conquest (1519-21), the Colony(1521-1810), and the Independence (1810-1821). Examination of the 18th century Caste Paintings will provide strong visual component of this class. Students will also analyze historical maps of the slave trade route from West Africa to Mexico and to the different geographical points in Mexico where slaves were assigned to work, according to the labor needed in the country's four main areas of production: the sugar mills, coffee plantations, mines, and haciendas. The workshop will explore the geographical areas of Mexico where the African

heritage is visible (for example, in the physical traits of the people on the coasts), contrasted with those areas where this heritage is less visible but present in local language, food, and music. This workshop will end with a live music performance of a repertoire that stresses the Mexican African roots.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Workshop

HUM-3900BN: Poetry & Memory

This workshop provides an opportunity to mine our memories to awaken new, startling poems. We will explore the rich territory of ideas, people, places, and emotions from our past, and examine how memory can inform and affect our writing. Students will learn how to dig into memories from the span of their lives and will see how uncovering one memory often leads to another and another, creating fresh, imaginative work that surprises both the writer and reader. The day will be a mixture of lecture, reading classical and contemporary poetry based on poets' memories, and practicing fever writing or automatic writing, tapping into our memories and the subconscious and reading aloud to the class. Although geared for poets and writers, this workshop will also be of value to non-writers, particularly students studying psychology, by showing how we can capture and utilize details from our memories to use as inspiration no matter what our discipline.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

HUM-3900LA: Los Angeles Architecture

In this multimedia workshop students learn to interrogate the local built environment through the combined use of a pre-class self-guided tour of the Los Angeles civic center area and in-class exposure

to photographs, documentary footage, on-line resources, texts, lecture and discussion. Architecture offers a particularly apt corpus for cultural analysis as it embodies and freezes in time the functional and aesthetic intent of its builders and their ability to interpret and influence community values, beliefs and lifestyles. Students learn to scrutinize the bewildering shape and fate of Los Angeles architectural repertoires from colonial La Plaza church to the upcoming hyper-real corridor in Grand avenue in search of revealing connections between regional built statements and local culture. No grade equivalents allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

HUM-3900MN: Poetry & Dreaming

This workshop investigates the aesthetic intersection between poetry and dreaming. We will explore the rich territory of ideas, people, places, and emotions living in our dreams, and consider how we can tap into that world to create art. We will examine how dreams can inform and affect our writing, inspiring surprising scenes, and providing us with a window into our subconscious. Students will learn how to “steal” from their dreams to create fresh, delightful, imaginative work. The day will be a mixture of lecture, reading classical and contemporary poetry based on dreams, analyzing poetry and its use of dreams, hearing the dreams of students, practicing the writing tips and methods offered in class, and finally molding our dreams into poems. Although geared for poets and writers, this workshop will also be of value to non-writers by showing how we can capture and utilize details and knowledge from our subconscious to use as inspiration no matter what our discipline.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

HUM-3902: Queering Spiritual Activism Anzaldua's Inner Work and Social Change

This workshop examines the spiritual dimensions of Gloria Anzaldua's work as scholar and activist. Focusing specifically on her concept of "spiritual activism" the workshop considers the challenges she brings to assumed understandings of ethics and epistemology through the queering of assumed categories of mind/body, material/ideological, individual/collective. Students will be asked to engage these in-between-spaces and reflect upon what insights emerge for transformative activism.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

HUM-3920: Moral Psychology in the Dramatic Film

This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include *The Hunchback of Notre Dame*, *Mutiny on the Bounty*, *Babette's Feast*, *The Diaries of Adam and Eve*, *Born on The Fourth of July*, *Crimes and Misdemeanors*, and *Casablanca*.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3920AA: Madness in American History and Film

This course will explore the history and cinematic representation of madness in America, inviting the students' critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative

class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3930: Exploring Modernism & Post- Modernism

This course examines the intersections between modernism and post-modernism as historical periods, worldviews, aesthetic statements, and attitudes toward politics, culture, art, and personal style. Through analysis of architecture, film, literature, music, and other artifacts of popular culture, and through works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of the postmodern condition.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-3950: ARTC Synthesis Project

This course cultivates students' understandings of educational research and critical teacher inquiry. In this course students explore various theoretical orientations to educational and social science research, consider the reflective and analytic stances necessary to engaging in critical inquiry, and cultivate rich research questions and critical approaches to analysis. Students produce both a written product as well as complete a community-based presentation to share their insights.

Min. Credits: 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

HUM-4040: Queer Theory

Min. Credits: 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom

HUM-4100: Teacher Inquiry & Research

This course builds on students' previous coursework as well as their work experiences throughout the first year of the ARTC-BA Program. Students design, curate, and produce a final portfolio project that serves as the culmination and synthesis of the first year of their ARTC-BA experience. Students produce both a written product as well as complete a community-based presentation to share their insights.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

HUM-4510.LA: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study

HUM-4600: Global Lenses Social Issues in Narrative Film

This course studies global cinema as a lens through which to understand the human impacts of social and environmental injustices. Films from diverse nations and cultures illuminate global issues by telling fictional stories that accurately and intimately depict how everyday lives, loves, and struggles are impacted by social dynamics of power and privilege within the filmmakers' homelands. Some of these issues are

large -- such as impacts of globalization or climate change- while others are very precise--such as the lives of Kurdish orphans working as mine sweepers in Northern Iraq. In all, the narrative and cinematic lenses are focused on human impacts and grassroots actions, the stories of lives lived amidst injustice, challenges faced, activism inspired. In addition to viewing films, students will read and view materials from multiple academic disciplines to inform the films, for example historical or political science background materials, personal accounts and archival photographs. Students will also be introduced to basics of film theory and narrative theory, and discuss the role that these genres can play in movements for social or environmental justice.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Online (asynchronous)

HUM-4605: Global Cinema

Provides a window into diverse and emergent forms of storytelling from around the world with a distinct focus on films made by filmmakers from Africa, Latin America and Asia. A mix of shorts, documentary and narrative features, the course examines the distinctive aesthetics, cultural contexts and authorship in recently released films in the film festival circuit. Recognizing films as cultural artifacts and filmmaking as practice, students develop their abilities to distinguish between watching a film, reading a film and understanding it from multiple perspectives given time, place, power dynamics and more. As they interrogate their own reactions, they surface preconceptions about other-ness, self-identities and their call out some of their own blinders. They develop their abilities to get outside themselves to recognize alternative points of view. Students read film theory, watch and analyze films weekly, and undertake a final project.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Online Meeting (synchronous)

HUM-4710.LA: Mark Twain Personal Philosophy and Moral Psychology

This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of Rawls' moral psychology, course topics include Twain's critiques of moral determinism, conventional religion, creationism, as well as the moral sense in human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-4730: Psychedelics Revised The Cultural Politics of Consciousness

This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically oriented path between fear and ignorance on one hand, And unbridled enthusiasm on the other, this course studies issues related to psychedelics from a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-4760: Ecological Existentialism

This course, while philosophical in orientation, provides an interdisciplinary reflection on the existential question of how to live endings (personal, collective, ecological), here and now, today. To do

this we will draw from innovative work being done in a variety of disciplines: philosophy, psychology, history, literature, art, thanatology, and anthropology among them. At the heart of the course is the constructive work of collecting, creating, and weaving together new conceptual language, new metaphors, new paradigms, to support and inspire us in the living of endings. The course undertakes this task by putting at least two scales of inquiry in creative tension with one another.: setting the personal, biographical, existential arc of a life in conversation with the global, historical, political implications of the ongoing ecological crisis. Students should complete the course with an informed, applied, interdisciplinary understanding of living endings.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-4900AG: Divine Madness: Spirituality and Psychos

This workshop critically considers the relation between spiritual experience and madness; carefully unpacking both similarities and differences between the two; while situating both within the broader context of the cultural politics of consciousness and the ongoing valuing and devaluing of various forms of alternate consciousness. Specific attention will be given to the spiritual/psychotic paradox: two types of experience defined, in part, as having opposing effects, yet closely enough related as to possibly suggest a common underlying process; while coming to an understanding of what is at stake in this for both religion/spirituality and psychology/psychopathology.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

HUM-5001: Foundations of the Humanities

This course introduces students to the history and philosophy of the Humanities across different cultural traditions. Students will explore various Humanities disciplines that evolved from Eastern, Western, and Indigenous traditions, while also examining the histories of various traditions in the Humanities including the Arts, Philosophy, Religion, Anthropology, and Literature. At the conclusion of this course, students will write a critical history of one important tradition in the Humanities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5002: Humanities Research Methods

This course introduces students to both scientific and humanistic methods of research that they can effectively use to address the issues and questions that arise in the course of studying various aspects of human societies and human interactions. Students will become proficient at raising and reviewing productive questions, formulating researchable hypotheses, designing logical and effective research strategies, conducting relevant empirical research programs, assessing the relevance and applicability of data, addressing issues of reliability and validity, and observing ethical research protocols, in the course of conducting research in the Humanities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5003: Individualized Study in the Humanities

This course explores various iterations of what a student wishes to accomplish in the course of creating their program of study in a student-defined

area of study in the Humanities. It will involve serious reflection, introspection, and sharing of materials. Students will become proficient at designing courses with relevant, meaningful, and measurable outcomes; at linking course descriptions with course outcomes; at creating demonstrable curricular maps; and at collaborating with others to explore the legitimacy of one's degree plan.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5005: Transition to Foundations of Individualized Learning in The Humanities

This course serves as a bridge from a student's prior learning academic experience to a finished degree plan. Students will explore various versions of what they wish to accomplish in their chosen fields of study. This course will involve serious reflection, introspection, and sharing of materials. Students will become proficient at designing courses with relevant, meaningful, and measurable outcomes; at linking course descriptions with course outcomes; at creating demonstrable curricular maps; and at collaborating with others to explore the legitimacy of their degree plans.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5010: Creative Writing

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5020: Cultural and Religious Studies

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5021: Writing Non-Fiction for Publication

This course focuses on both the writing and publication of digital storytelling. Using a variety of nonfiction genre approaches, students will create a piece of original writing and usher it through from first draft to final draft. The instructor will provide intensive work in editing and revision utilizing both macro and micro approaches to feedback. This course will emphasize the writer's audience and purpose. The class will discuss these in forum formats to assist student writers in bringing their work to a draft worthy of publishing. Students will also submit writing to publications and market published articles to increase audience reach. By the end of this course, students will have finished a 500-1500 word piece of nonfiction along with a publishing and marketing plan.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5030: Arts and Letters

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5031: Satire and Social Fiction

In this course students will explore and analyze the literary traditions of two interconnected genres, Satire and Social Fiction. Using a historical focus leading to

contemporary expressions in these two traditions, students will work on the techniques and craft of writing, with a focus on drafting and revising their own original multi-genre fiction. Students will develop drafts, research and examine similar works and models, conduct discussions, and review other students' works. By the end of this course, each student will have written and revised 15-20 pages of original writing and given extensive feedback to others in the course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5040: Building Memorable Worlds in Speculative Fiction

This course explores the art of building characters and worlds in speculative fiction through a workshop format. Students will read and analyze several master works of speculative world-building in a variety of traditions and include works by authors, such as China Mieville, N.K. Jemisin and Philip K. Dick. Along with works from renowned authors, students will read and discuss craft talks from various other writers. In addition to reading and analyzing characters and world-building from professional writers, students will also be constructing their own scenes and critiquing our drafts through a peer review process.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5050: Spiritual Poetry

This course examines the relationship between aesthetic experience, as expressed through profound poetry, and spirituality. Students will read from several significant traditions in poetry that draw from the well of deep cultural and religious traditions

within which that poetry forms. First, students will read poetry from the T'ang Dynasty (7th through 10th centuries BCE China), and explore its relationship to Confucianism, Taoism, and various forms of Buddhism. Next, students will savor the rich cultural and religious traditions from the Middle East as they are expressed in Sufi poetry. Finally, students will investigate some of the mystical elements of Greek, Roman, Pagan, and Christian spirituality expressed in the works of contemporary Western mystical poets.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5060: Postmodernism and Truth

In an era when such phrases as 'alternative facts,' 'fake news,' and 'disdain for science,' have become idiomatic, what is the status of truth and knowledge? Has the "modern" conception of truth, as something absolute and universal, become passé? Has postmodern philosophy, which seems to regard truth as contingent upon historical and social context, played a role in bringing about a new conception of truth? This course we will explore these questions first by reading more traditional accounts of truth and knowledge. Students will then explore the alternatives posited by postmodern writers, including Michel Foucault and Richard Rorty, and discern the basis of their philosophical differences with modern conceptions. Students will debate whether these alternatives are defensible, and whether they represent the kind of alternative that could be the basis for alleged new conceptions of truth and knowledge. Students will also consult recent work on the cultural ramifications of postmodern philosophy and examine its impact on the larger moral and political landscape.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5070: Indigenous Survivance

Every human being's genetic memory is encoded with the experiences of their individual and collective evolution. These epistemological items, called memes, can be traced back through personal ancestry, cultural and societal history, and one's own lived experiences. Although one may not be cognizant of them or even realize it, the capacity to draw upon that collective knowledge gained by all of those experiences is within each person. Yet, what bears understanding, is that while a cultural group may carry a unique code of inherent knowledge, one's access to that knowing is dependent on many different factors. This course addresses how humans inherit genetic memes, or encoded memories, which historically, culturally, and individually enable them to emerge as conscious ways of knowing how to gain control over factors that enhance survival. Using select Indigenous cultures (e.g. Native Hawaiian, American Indian, etc.) to model, explore, and demonstrate the epistemological process of epigenetics and memetic transmission, this course will ultimately arrive at the notion of survivance, which involves the capacity, knowledge, wisdom, and depth of understanding that holds the potential to draw upon the past to make a significant impact on post-modern society.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5080: Restorative Justice

Restorative Justice is an emerging alternative to punishment and revenge as the traditional response to crime and other forms of offense. Practitioners employ "talking circles" designed to cultivate truth telling, accountability, healing and reparation in place of expensive, lengthy, and often questionable procedures of litigation and incarceration. Restorative Justice has its roots in indigenous societies, but its adaptations in modern society have been successful, including extensions of Transformative Justice that

aim to redress historical and institutional injustice. Through readings, films, guest lectures, and role play, students learn the theory and methods of application of Restorative Justice from a range of historical cases.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5090: Black Feminist/Womanist Poetry

Alice Walker (1985) coined the term womanist in her essay, *In Search of My Mother's Gardens*. A womanist is one who boldly searches for deeper meaning and greater truths counter to what is considered good for one. She loves, appreciates, honors, and celebrates the beauty, strength, and vulnerability of women. She connects with spirit, mind, and body and is committed to the survival and wholeness of humanity. (Devoe, 2020) Womanists are those who subscribe to the social theory/movement of Womanism. Black Feminists emphasize the importance of understanding the interlocking oppressions and naming of Black women's experiences. This course will explore and critique a diverse collection of poetry that highlights Black women's lived experiences. This course will explore the implications of gender, mothering/other mothering, race, class, sexuality, black love and other social differentiators on the lives of Black women. This course will attempt to answer questions pertaining to how Black women theorize their lived experiences in the genre of poetry.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HUM-5401: Humanities Colloquium I

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5402: Humanities Colloquium II

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-5403: Humanities Colloquium III

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

HUM-6201: Individualized Course in the Humanities

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Faculty Consent Required: Y

HUM-6202: Individualized Course in the Humanities

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Faculty Consent Required: Y

HUM-6203: Individualized Course in the Humanities

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University
Method(s): Online (asynchronous)
Faculty Consent Required: Y

HUM-6204: Individualized Course in the Humanities

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)
Faculty Consent Required: Y

HUM-6205: Individualized Course in the Humanities

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)
Faculty Consent Required: Y

HUM-6970: Capstone

The Capstone Project is an expression of an integrated culminating intellectual experience in which students develop, create and present an inquiry-based project relevant to their professional goals and their areas of academic interest. A capstone can be an applied learning project, a creative work, or a written work, and requires express consent of both a student's Advisor and Mentor. The capstone must demonstrate the advancement of Social, Racial, Economic, or Environmental Justice.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-6970X: Capstone Continuation

Continuation of capstone work.
Min. Credits: 0.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-6980: Thesis

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HUM-6980X: Thesis Continuation

Continuation of thesis work.
Min. Credits: 0.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HWL (Health and Wellness)

HWL-4000: Econ, Politics & Access in Healthcare

This course investigates the tripartite relationship between Medicine, Government and Business. Topics for investigation include the privatization of health care delivery, HMOs and government regulation of health care financing and delivery, employer and employee funded health care, publicly funded health care initiatives such as Medicare, Medicaid, and indigent care, and the political economy of nationalized health care system.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

HWL-4030: Health & Nutrition Within the Family

This course examines human growth and development through the life cycle, from prenatal nutrition through old age within the family system. It involves the study of the interrelationship between eating habits and lifestyle and their implications for long term health and wellness. Among the issues covered will be: preventative care; infant and elder care; cardiovascular health; stress; substance abuse; and eating and behavioral disorders. In addition, this course will explore current trends in processing and marketing foods and other important socioeconomic, cultural and life cycle factors that effect human growth and development.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

HWL-4040: Gender & Multicultural Issues in Health Care

This course will examine ways in which culture and gender affect healthcare and approaches to medicine in the United States today. In particular we will explore gender role expectations, the rise of the "women's health" movement, ethno medicine, and the psychology of health. The course also explores various ways in which individuals, households, larger groups of people and various medical systems and practitioners attempt to define, interpret and create health, as well as problems that arise from perceptions of difference.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

ICC (Intercultural Competence)

ICC-3200: Intercultural Competence

Identify, analyze, and address ways in which oppression, privilege, discrimination, and social and economic inequalities and injustices have impacts on self, individuals, communities, and the environment.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

IDS Interdisciplinary Studies

IDS-5000: Nature-Based Leadership

This interdisciplinary course provides an overview of and immersion in the emerging field of nature-based leadership. In a world in which people are increasingly disconnected from the healthy, generative and renewing ways of nature, this course offers a framework and strategies by which to apply nature's lessons to enhance one's life and career. Nature-based leadership is inherently collaborative. It differs significantly from current mechanistic and hierarchical leadership models and is a way forward to restore a healthy and dynamic balance between people and nature. The course recognizes and builds on contributions from ecology, indigenous wisdom, environmental studies, systems theory, complexity, biomimicry, ecopsychology, conservation psychology, and place-based education. Nature-based leadership draws on these and other disciplines to nurture leadership in all aspects of society, with the aim that people in all relationships-with themselves, others and the Earth itself-contribute to a healthy, peaceful and regenerative present and future. The course takes a hybrid approach to instruction, including nature-based experiential activities in the outdoors, classroom discussions, online readings and commentary, and personalized projects. Participants will leave with strategies for incorporating principles

of nature-based leadership in personal and professional settings, including, and not limited to, home and family environments as well as business, education, non-profit organization and health sectors.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

IDS-6000: IDS Supervised Independent Study (SIS)

Student registers for SIS to complete independent work. They may register for SIS more than once, with a different title and contract for each.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

IDS-6010: Special Topics

Special Topics courses change from term to term according to student and program interests. Course titles and content are defined by the faculty member each term. Complete details are available in the course syllabus.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

IDS-6910: IDS Internship

Working with their advisors, students in this practicum will examine their own professional practice with a specific set of learning goals relevant to their interdisciplinary focus. Advisors will assist students with the development of a cycle of inquiry related to the practicum, integrating and synthesizing into a capstone for the program.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online (asynchronous), Classroom

IDS-6910X: Interdisciplinary Internship Continuation

Student registers for Internship Continuation if they need to continue working at their Internship site in order to complete internship project, hours or contract agreement.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

INT (Interdisciplinary Studies)

INT-3020: Educational Foundations

The major goal of this course is to familiarize the student with the history, philosophy, policies, and purposes of the undergraduate degree program at Antioch University Santa Barbara. It provides an orientation to the specific student-centered learning program available at Antioch Santa Barbara. From a basis of their transferred units, students learn to plan and take responsibility for the completion of their degree. This course also introduces the student to the Core Purposes of a Liberal Arts Education: critical and creative thinking; global and intercultural awareness; holistic personal development; competence for professional pursuits; effective communication; and the unifying principle of praxis for social justice. Special emphasis is placed on the development of college level writing skills and critical thinking. Required in the first quarter for all students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

INT-3031: Service Learning in the Community

Using models from experiential and adult learning theory, this course provides students with structured opportunities to volunteer at a local nonprofit organization while reflecting upon their service learning in a semi-weekly seminar setting. Through the use of carefully focused readings and a variety of interactive and reflective activities, students are encouraged to integrate their conceptual and practical learning experiences as they analyze, discuss, reflect, and write about their combined field and seminar learning's.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

INT-3081: Senior Capstone Project

Built around the campus mission and BA Program's Core Purposes, this course is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes from their undergraduate program. Students will provide evidence of the essential knowledge they have gleaned from their liberal arts education by creating a cumulative portfolio and by assessing their skills in the areas of each Core Purpose. The course culminates in a presentation to the faculty and students. Required in the last quarter for all students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

INT-3910: Career Planning

Career Planning and Job Search Strategies is designed to give graduating students an opportunity to review their professional life to date, incorporate their current education and activate their plans for a successful career. Through the use of career assessments coupled with self-awareness exercises

the students will receive fundamental and necessary information on job market research, job search strategies, document preparation as well as effective interviewing and negotiation strategies. Through the use of readings, online resources and lecture and class discussion, each student will be able to develop a meaningful, doable action plan for the future.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

INT-3941: Special Topics Business & Entrepreneur

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

INT-3960: Ind Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

INT-3980: Practicum Or Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

INT-4100: Narrating Change Stories for Collective Action

Students explore ways stories can be used to guide organizational and community change, and draw from ethnography's focus on narrative and traditions of participatory and action-oriented research. In a dynamic interplay of theory and practice, students alternately study underlying principles of story-based change while they engage in an application project that utilizes stories from their own organization or community in cycles of reflection and action. LOS; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

INTD-3000: Empowering Your Purpose and Voice

This course introduces new students to Antioch University Online, preparing them to make the most of their time at this unique educational institution. Students will develop a good sense of Antioch as a learning community, while learning about the university's history, the philosophies of education that inform their learning, and the culture of the Antioch Online classroom. In order to promote a challenging, inclusive, and creative learning environment, the course focuses on issues of diversity, difference, and the relationship of social justice to an Antioch education. Students will learn how to navigate their online learning environment, explore the academic resources, and meet with their advisor to plan their program of studies. Students will further refine their personal and professional goals as they develop their academic voice. Starting from a place of identity and experiences, students will explore their purpose to serve the greater good. This course is a prerequisite to continued enrollment at Antioch University Online. All incoming students must complete this course successfully during their first semester of enrollment.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3211: Experience and Expression

Students will discover the uniqueness of each human life through acquaintance with particular stories from people from different cultural backgrounds and through analysis of how the stories and assumptions that govern an individual's upbringing and socialization both impact and limit the individual's life, vision, and potential.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3240: Reading and Writing in the 21st Century

This course provides tools for students to employ a critical analysis across a range of texts which may include literature (both fiction and non-fiction) and other forms of expression. Discussions focus on applying this analysis in both scholarship and everyday life. Students refine their abilities to read closely and critically, to analyze written and visual texts using a variety of academic approaches, and to engage in the writing process and other thoughtful means to develop skills of critical interpretation of diverse forms of communication. They learn to become more discerning readers and writers and how these skills can be transferred to other personal and professional applications in the pursuit of a more sustainable, just, and equitable world.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3250: Modes & Methods of Learning

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3310: Literary Analysis & Argumentation

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Prerequisites: INTD-3210.AC: Experience and Expression

INTD-3350: Culture, Conflict and Social Research

In this course students will learn how to examine complex issues through different theoretical frameworks. Students will reflect on how these frameworks can empower them to confront issues in their personal or professional lives. Students will

identify current and applicable social research methods (qualitative, quantitative, and mixed methods) to address issues and questions, whether local or global, especially in relation to development of future academic pursuits, such as the senior project. Beginning with productive questions, students will formulate hypotheses, identify appropriate research strategies for data collection, discuss reliability and validity issues, and observe ethical protocols. The course will culminate in each student designing and proposing a research project (abstract, introduction/background, literature review, methodology/design, etc.) that reflects standards of academic scholarship.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3450: Foundations of Civilization

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD-3510: Ecology, Technology & Society

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

technologies, and policy efforts to both conserve natural resources and ecosystems and build more sustainable communities.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

INTD (Interdisciplinary Core)

INTD-3550: Leadership

The course explores the concept of Leadership as science, as art, and as service. In the process of studying cases of successful and failed leadership the course requires students to reflect on how to make their lives meaningful and productive through the cultivation and exercise of leadership skills. They learn how to employ creative means to achieve constructive ends and how, in the process, to serve with integrity as they draw upon the capacities of diverse human resources and deploy the skills of community building.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

JOU (Journalism)

JOU-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

LANG (Language Learning)

LANG-2060: Conversational Somali

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Somali immediately for communication, as well as an introduction to Somali language and culture.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2061: Narrative Writing in Somali

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Somali. Students write several short essays, each developing particular aspects of narrative writing in Somali.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2070: Conversational Cantonese

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Cantonese immediately for communication, as well as an introduction to Cantonese language and culture.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2071: Narrative Writing in Cantonese

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Cantonese. Students write several short essays, each developing particular aspects of narrative writing in Cantonese.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2080: Conversational Tigrinya

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Tigrinya immediately for communication, as well as an introduction to Tigrinya language and culture.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2081: Narrative Writing in Tigrinya

Through writing exercises, students learn to articulate their experience, ideas, and knowledge in written Tigrinya. Students write several short essays, each developing particular aspects of narrative writing in Tigrinya.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2090: American Sign Language

Focuses on conversational fluency in American Sign Language (ASL), including vocabulary, grammatical structure, and cultural behaviors and practices distinct to those who approach the world from a visual perspective. Emphasis on ability to use ASL in dialog

with others, to articulate professional knowledge and/or use ASL in an Early Childhood Education classroom environment.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LANG-2100: Special Topics in Language Learning

This learning activity focuses on individualized skill in written and/or oral communication in a language other than English.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

LC (Leadership & Change)

LC-7010: Proseminar I

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7020: Proseminar II

Proseminar II focuses on the individualized learning competencies and the Organizational Change Project, with special emphasis on the curricular area of research skills and methods of inquiry

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7030: Proseminar III

Proseminar III focuses heavily on research and dissertation development

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7100A1: Reflective Leadership Essay

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7100B1: Change Project Proposal

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7100B2: Change Project Final

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7110: Learning Plan

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7150: Ethics Essay

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7160: Cultural Global Essay

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7170: Case Study in Leading Change

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7180A: Nature of Leadership & Change A

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7180B: Nature of Leadership & Change B

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7300B2: Research Redesign Essay

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7300B3: Critical Review of Research

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7310: Critical Review of Research A

The purpose of the Critical Review of Research is to help students to develop their skills at identifying, critiquing and synthesizing resources in relation to a specific review question. Through the course of this Learning Achievement students demonstrate their ability to conduct a review and appraisal of the foundational, conceptual, and research studies in a chosen field of interest. The CRR includes a general review question (which may be underpinned by realist, interpretivist or humanist approaches), a fully-documented search process, a set of 20-30 sources that represent the knowledge base of the chosen field of study, and a critical appraisal of both individual entries and the field at large. It is comprised of two parts - the CRR-A (Analysis) (of 25-40 pages in length including the matrix) and the CRR-B (Synthesis) (of 15-25 pages in length). The CRR-A (Analysis), contains the following elements: ·A statement of the background rationale for the review, its aim, and a working review question which will guide the literature search; ·A description of the search process; ·The inclusion criteria used for selecting the resources to be reviewed; ·A list of the articles, books, dissertations, or other works chosen for intensive analysis presented in a matrix. This should include (20-30) foundational works, conceptual papers, books and dissertations, and empirical articles.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7310A: Critical Review of Research A

Through the course of this Learning Achievement students demonstrate their ability to conduct a review and appraisal of the foundational, conceptual, and research studies in a chosen field of interest. The CRR includes a general research question (which may be underpinned by realist, interpretivist or humanist approaches), a fully-documented search process, a set of 15-30 sources that represent the knowledge base of the chosen field of study, and a methodological appraisal of both individual entries and the field at large. It is comprised of two parts - the CRR-A (Proposal) and the CRR-B (Final). The student must secure approval of the proposal and be awarded credit before proceeding to CRR-B.

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7310B: Critical Review of Research B

The Critical Review of Research - Final (CRR-B) follows the completion and approval of the CRR-A. In this Learning Achievement, the student conducts a review of the foundational, conceptual, and research studies in a chosen field of interest. The CRR-B consists of a review and appraisal of the sources chosen for further study, and a general epistemological appraisal of the field at large, as represented by these studies. This CRR-B should be between 35-45 pages including references and written using the format and style of APA 7th edition (unless another format and style is relevant to the field of study and approved by the evaluator).

Min. Credits: 12.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7320: Critical Review of Research B

The Critical Review of Research - Final (CRR-B) follows the completion and approval of the CRR-A. The purpose of this part of the learning achievement is to 'tell the story' of the resources which were analyzed in the CRR-A through the presentation of a narrative review of those sources. This narrative review may be organized around: themes apparent among the sources cited, specific methodological approaches used, a historical account of how the field has developed, or another appropriate way of making sense of the resources reviewed and the field they represent. This narrative account may also consider the articles reviewed through the lens of a larger theoretical idea (for instance, feminist theory, critical race theory, or discourse analysis). The CRR-B should comment on surprises encountered while undertaking the review, omissions apparent in the field, or inherent biases which color the way the topic has been studied to date. It should also include a discussion of the implications of what has been found for further research. The conclusion should include the student's reflections on how the project has helped them to refine or understand their topic area and how it will affect their potential dissertation focus and methodological approach. In completing this Learning Achievement, students should demonstrate competency in:

1. Exploring a field of study that is relevant to leadership and change literature and identifying relevant resources which inform a specific review question of particular interest to their research.
2. Presenting a comprehensive scholarly search of a range of literature and carefully documenting the search process.
3. Understanding research design as it applies to a chosen area of interest and categorizing research in a table of each article reviewed [e.g., author, title, year, journal, research question(s), method, primary finding(s)] critique.
4. Presenting the project with the quality of writing appropriate for doctoral level work and a review of literature.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7400A: Individualized Agreement Proposal A

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7400B: Individualized Agreement Proposal B

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-7800: Reflective Int Candidacy Essay

The Reflective Integrative Candidacy Essay is the final and culminating program Learning Achievement prior to advancement to candidacy. This Learning Achievement addresses the program's outcome of, "The ability to reflect critically on their own professional practices as learner, leader, and scholar." Students are expected to reflect deeply on what growth in the three areas means to them and the ways in which they recognize that growth has occurred (or not). Students are expected to provide specific examples of what has facilitated or hindered their growth, including but not limited to components within the program, and/or aspects of professional or personal life during these years. The final aspect of the Reflective Integrative Candidacy Essay asks the student to look back at his/her learning that has led the student to his/her dissertation direction including overarching topic, research direction, and significance.

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-8000: Dissertation Proposal

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-8100: Dissertation

Min. Credits: 80.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-8110: Dissertation

Min. Credits: 76.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-75011: Individualized Agreement Final A

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LC-76011: Individualized Agreement Final B

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

LDR (Leadership)

LDR-3500: Community Engagement

This one-credit seminar explores ways to plan, document, and credit service and volunteer work in community settings.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LDR-3600: Personal and Professional Development

This one-credit seminar explores strategies for translating skills and passions into fulfilling career pathways. Job search skills, including resume and cover letter writing and interviewing, will be developed using myCareer Planner.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LDR-3700: Reflective Practice

This one-credit seminar explores ways in which leadership potential can be enhanced through continuous self-assessment and self-reflection.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LDR-5101: Foundations of Responsible Leadership

The Foundations of Responsible Leadership course provides a foundation to critically review and understand the theory and practice of leadership. This course is an integral part of the four course Theory and Practice of Leadership series spreading over the

four program trimesters. The main purpose of the course is to provide an understanding of responsible leadership as a vehicle to work towards a positive aspirational future. The key course themes include: global mega-trends and the concomitant leadership challenges and opportunities; critical overview of dominant leadership theories; ethically anchored self-awareness and self-transformation to take responsible action; key characteristics of effective multicultural teams, and holistic ways to understand and approach the complex leadership challenges.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5102: Business Models, Strategy & Creativity

This course provides a foundation to critically review and understand the theory and practice of leadership. This course is an integral part of the four course Theory and Practice of Leadership series spreading over the four program semesters. The main purpose of the course is to provide an understanding of responsible leadership as a vehicle to work towards a positive aspirational future. The key course themes of this semester include: design thinking, business models that serve the common good, critical overview of dominant leadership theories, and innovation on behalf of social justice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5103: Inclusion, Change & Wellbeing

This course provides a foundation to critically review and understand the theory and practice of leadership. This course is an integral part of the four course Theory and Practice of Leadership series spreading

over the four program semesters. The main purpose of the course is to provide an understanding of responsible leadership as a vehicle to work towards a positive aspirational future. The key course themes of this semester include: foundations of change management, overcoming immunity to change, relational leadership, diversity and inclusion, and dignity and wellbeing.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5104: Power, Complexity and Global Responsibility

This course provides a foundation to critically review and understand the theory and practice of leadership. This course is an integral part of the four course Theory and Practice of Leadership series spreading over the four program semesters. The main purpose of the course is to provide an understanding of responsible leadership as a vehicle to work towards a positive aspirational future. The key course themes of this semester include: power and influence, adaptive leadership, leading outside organizational boundaries, managing complexity, motivation and purposefulness, and globally responsible leadership.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5201: Developing Leadership Practices for the Common Good

The Developing Leadership Practices for the Common Good studio is a collaborative forum for students to develop and strengthen essential leadership capabilities as well as to integrate and to put into practice their learning from the leadership theory course, action project, and module. Students will engage with peers as co-learners and explore

their experiences of leadership, identifying their individual leadership strengths and aspirations. Students experiment with practice skills and participate in exercises, drawing from their own and other's experiences, including completing a 360 degree feedback inventory and Appreciative Inquiry interviews. The key course themes include: professionalism and ethics in practice; theory into action; and envisioning organizational and community environments that understand and value diversity, inclusion, and social justice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5202: Strengthening Creativity & Innovation

This studio is a collaborative forum for students to develop and strengthen essential leadership capabilities as well as to integrate and to put into practice their learning from the leadership theory course and action project. Students will engage with peers as co-learners as they experiment with practice skills and participate in exercises, drawing from their own and other's experiences. The key course themes of this semester include: communication strategies, ethical conflict resolution, strengthening innovation within local and global contexts, and tools for strengthening creativity.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5203: Building Inclusive Organizations and Communities

This studio is a collaborative forum for students to develop and strengthen essential leadership capabilities as well as to integrate and to put into practice their learning from the leadership theory

course and action project. Students will engage with peers as co-learners and explore their experiences of leadership, as they experiment with practice skills and participate in exercises, drawing from their own and other's experiences, especially with regard to their action project/venture. The key course themes of this semester include: organizational culture, methods for action-reflection-evaluation, feedback skills, relational competence, and reflection on practice.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5204: Creating Individual, Organizational & Community Resilience

This studio is a collaborative forum for students to develop and strengthen essential leadership capabilities as well as to integrate and to put into practice their learning from the leadership theory course and action project. Students will engage with peers as co-learners and explore their experiences of leadership, as they experiment with practice skills and participate in exercises, drawing from their own and other's experiences. The key course themes of this semester include: building resilience with individuals-teams-communities, project evaluation and closure, transitions, leadership values, and reflective practice regarding self as leader.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5301: Context Setting and the Call to Action

Over the course of 16 months, students will work on a change project or new venture in collaboration with their social systems (organizations, communities, and institutions) and will receive on-going coaching for

guidance on their work and for their own professional development. During the first trimester students will articulate an action project or venture including presenting an understanding of its overall purpose and their position within the opportunity. This Project or Venture is an integrated approach for learning best practices culled from students' experiences, course work, research, and literature that are: Evidence-based focused on research and literature; Inclusive of multiple identities, equality, and equity; Measurable based on benchmarks; Tailored by adapting and integrating various models.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5302: Assessing and Designing for Responsible Disruption

Over the program's 16 months, students will work on an action project or new venture in their organizations, communities, and/or institutions, and will receive on-going coaching on their leadership skills and for their own professional development. During the second semester students will design for their project or venture, learn about contracting or partnering with an individual client or organization, conduct an assessment from an appreciative approach, and secure stakeholders' commitment to the process ahead. They will also submit an ethics review and approval based on the nature of their project.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5303: Piloting with Purpose

Over the program's 16 months, students will work on an action project or new in their organizations,

communities, and/or institutions, and will receive on-going coaching on their leadership skills and for their own professional development. During the third semester students will be introduced to process consulting, deepen their understanding of inquiry for practice, practice large-scale real-time change within their designated social systems, and work with their coach on the implementation of the Project/Venture.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5304: Reframing and Pursuing Sustainable Futures

Over the program's 16 months, students will work on an action project or new venture in collaboration in their organizations, communities, and institutions, and will receive on-going coaching on their leadership skills and for their own professional development. During the fourth semester students will analyze data from their work, evaluate and make meaning from the evaluation of the project, reflect on their learning and develop next steps with regard to their project or venture, and present about their project at the Capstone residency.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Online (asynchronous), Online Meeting (synchronous)

LDR-5401: Orientation Residency

Students and faculty gather for four days where they engage in concentrated classroom time, setting the foundation for student learning. Classes include breakout sessions, presentations, 1:1 meetings with faculty, and lively discussion affording the chance for students to get to know each other and collaborate. Students will be introduced to and engage with the online learning platform, a highly interactive system

that promotes collaborative learning and networking.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom, Online (asynchronous)

LDR-5402: Capstone Residency

Students and faculty will participate in a three-day capstone residency during which they engage in classes, advising, and presentations. A major focus of the final residency will involve students formally presenting their the work of their action project/venture, including the process involved, the data gathered, the findings/outcomes, and their reflection on lessons going forward. The residency will include breakout sessions, faculty and student presentations, 1:1 meetings with faculty and advisors, and lively discussion. The residency sets the tone for students to complete the program and take their work forward into their organizations and communities.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom, Online (asynchronous)

LIB (Liberal Studies)

LIB-3010: Liberal Studies Seminar

Students formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; survey the theory and philosophy of self-directed, adult and experiential learning; and explore the acquisition of voice, whole-person learning, the nature of learning communities, cultural diversity and the historical context of the liberal arts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIB-3020: Diversity, Power & Privilege

American studies with an emphasis on issues of diversity, power and privilege in American history and culture. Students bridge theory and practice by applying what they learn from their readings and videotapes to their real world. Students explore the historical and contemporary American construction of race, gender, social class and sexual orientation.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIB-3990: Independent Study

Includes all manner of independent learning beyond the scope or format of the B.A. program curriculum. It includes, but is not limited to: guided readings; independent research; special writing projects; studio work in the fine arts, music and theater; and, when appropriate, completion of a course syllabus on an individualized basis.

Min. Credits: 1.0 **Max Credits:** 10.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

LIB-4100: Mapping Worlds: Wayfaring At the Margins

Maps illuminate, inform, inspire and empower, but also obscure, deceive and oppress. Drawing from history, geography, politics, psychology, information technology and art, maps are examined as guides to uncharted territories, visual representations, social constructions, political instruments, metaphors, and expressions of the imagination. Highly experiential, participants learn to read, interpret, deconstruct and create maps. A&L; GS; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIB-4400: Competency Integration Seminar

This seminar assists students in integrating program learning, emphasizing breadth of knowledge in the liberal arts, as well as deep knowledge in one's area of concentration. The seminar supports completion of the portfolio, demonstration of program core liberal arts competencies, and design of the senior synthesis project. This course is taken in the student's penultimate or next-to-last quarter. Prerequisite:

Approved Educational Design Portfolio.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Faculty Consent Required: Y

LIB-4450: Senior Synthesis Seminar

This course supports implementation of the senior synthesis project, preparation for the symposium presentation, and completion of the degree process.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: LIB-4400: Competency Integration Seminar

Corequisites: LIB-4500: Senior Synthesis Project

Program Approval Required: Y

LIB-4500: Senior Synthesis Project

A capstone learning experience that may include an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

LIB-4800: Special Topics in Liberal Studies

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6020: School Library Program Management For 21st Century

Candidates learn dispositional and practical aspects of school library management and current issues in the field while developing skills to serve as managers of the LIT program: information/technology literacy, reading advocacy and information management. The course explores the teacher-librarian's roles of collection analysis, relational leadership, and policies and procedures for school library programs including budgeting, de-selection, managing support staff and maintaining the library's physical space and virtual presence.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6025: Organization and Collection Management

In this online course, candidates develop specialized knowledge and skills related to the methods of organization and access to physical and digital information resources in a library setting. An introduction to MARC records and cataloging, including how to use and extract reports from automated catalog and circulation systems, will be examined. Creating a collection development plan using recommending tools and standards for nonfiction, candidates assess a collection and select/curate resources to support the diverse needs of students and the curriculum. Other content includes budgeting, weeding, selection of ebooks and databases, and a discussion of access vs. ownership.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

LIBM-6031: Strategic Administration of School Library Programs

Candidates break through library stereotypes to discover a broader context for learners outside the library's traditional four-wall structure by sharing, networking, and connecting to outside community resources. Through the development of partnerships, literacy promotion programs and events, and participation in legislative action and professional learning communities, candidates discover ways to showcase the school library program as the school's learning center.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6035: School Library Advocacy

This online course prepares candidates with the advocacy, communication, and leadership skills to position the school library program as an essential component of student learning. Topics include identifying stakeholders, creating talking points and elevator speeches, and using research to substantiate claims. Candidate practice grant writing, engage in legislative advocacy, and create a library webpage for parents as well as develop an advocacy plan and communication strategies to use with school administration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6040: Tech Tools for Teacher Librarians

Future librarians are introduced to current tech tools. Candidates examine, evaluate, and utilize a wide variety of technology-based instructional resources for use in the classroom and the school library setting. The course emphasizes the role of the librarian in connecting students and teachers to appropriate instructional models that blend curriculum with communication and media tools. This lab-centered course assists librarians in creating a tech-friendly media center in which technological instructional tools are an integral part of the school.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

LIBM-6042: Digital Leadership for Learning

For the purpose of providing technology integration leadership in school settings, participants engage with core digital tools and platforms, professional learning networks, and digital learning resources through online activities and synchronous electronic discussions with instructor. After becoming familiar with guiding standards and frameworks, participants will identify key strategies for integrating technology; curate instructional resources for future reference; and develop skills for leading in digital learning environments. Participants initiate a continuous learning approach with less emphasis on learning "how to" use specific tools that may or may not be available in the future, and greater emphasis on key topics for awareness and where/how to look for information.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

LIBM-6045: Tools for Technology-Enabled Learning, Gr. K-8

Students engage technology-enabled learning through the use of current technology tools by examining, evaluating, and implementing a variety of technology-enabled resources for use in the school library setting. The course emphasizes librarians' leadership roles for connecting students and teachers to appropriate instructional models that blend curriculum with communication and media tools. Students will create websites, practice using curation and presentation web tools, and learn advanced online searching strategies, while learning to embed inquiry and digital citizenship skills in K-8 instruction. This lab-centered course assists librarians in creating an accessible, practical and successful media program in which technological instructional tools are a seamless, integral part of the school.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

LIBM-6050: Librarians as Curriculum & Assessment Leaders

This course is designed to develop strategies, instructional units, and complementary learning plans to deepen institutional collaboration between classroom teachers and teacher-librarians through curriculum and assessment planning. Candidates develop sets of instructional plans that delivers universal library curriculum through instruction for the Common Core State Standards to maximize the library program's role in career and college readiness.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6055: Information Literacy, Curriculum and Instruction

Focusing on the instructional role of teacher librarians, candidates develop units of instruction and individual lesson plans and delivery strategies for library programs, to deepen institutional collaboration between the classroom teacher and teacher-librarian and increase student learning. Using curriculum mapping tools, candidates develop standards-based instructional plans around school-wide and individual classroom curricular needs as well as single or small group student instructional needs. Candidates also develop the assessment and evaluation tools that demonstrate the library's role in student achievement. The course includes strategies of leadership to maximize the library program's role in increasing student achievement.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

LIBM-6060: Technology in the Library Production and Presentation

Participants focus on teacher-librarian productivity, instructional presentation and student productivity to support student-centered learning in the classroom. Librarians and future librarians learn how to transform the learning experience by designing lessons based on Grade Level Equivalents, ISTE technology standards and a scope and sequence of technology skills designed to meet the technology standards for No Child Left Behind legislation.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6065: School Library Administration

Candidates learn communication and management skills to plan and implement policies and procedures

for an effective school library program, including writing mission and vision statements; scheduling virtual and physical library spaces, instruction, and activities; and providing equitable access to resources and technologies. Using standards and best practices, candidates study library space planning and design; learn enhancement strategies to improve the library's virtual presence including social media tools; and apply librarian self-assessment and program evaluation tools. This course incorporates classroom management and creating a welcoming environment for all students for making, creating, and learning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

LIBM-6070: Information Literacy Across the Digital Landscape

Candidates discover a variety of resources to ensure an understanding of the complex nature of current information-processing skills to help students address their authentic research problems and complex questions. This course introduces librarians to various research models that teach students how to effectively gather, organize, analyze, evaluate, and synthesize information. Candidates discover best methods for presenting research using various current technology-based presentation tools.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6075: Digital Leadership for Secondary Learning, Gr. 6-12

Teacher librarians in secondary schools provide leadership in the use of technology by teaching both students and teachers to use advanced search and web tools for citation, curation, and organization. Candidates examine inquiry and information literacy models and curricula that include digital citizenship.

They study secondary level databases, OERs, makerspace tools, and appropriate career and college resources. Candidates also study the educational and psychological impacts of social media and technologies. Creating a welcoming physical and virtual place to address the educational, social, and emotional needs of teens, including clubs and student advisory groups is discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

LIBM-6080: Selection of Children's & Adolescent Library Materials

This course focuses on evaluation and diverse selection of books, magazines, and other resources for the K-12 school library. A central focus on selecting nonfiction provides resources that complement the Common Core State Standards. Candidates will be introduced to a variety of children's authors and illustrators through cultural and genre studies. After examining online and print review sources, candidates apply these resources to the library material selection process.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6085: Selections for Collections Child/YA Literature

This course examines children's and adolescent literature appropriate for today's K-12 school library using a culturally responsive framework to develop critical standards for selecting library material. Online and print selection sources and criteria provide lenses for expanding literary worldviews, emphasizing a multicultural, global focus for collection consideration. Reading advocacy promotion include author studies/visits, genrefication, literary genres and awards, and

selection alignment with standards. Library candidates select and read recently-published, quality children's literature framed within Antioch's mission lens of social justice in order to become reading advocates for all patrons.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

LIBM-6090: Legal & Ethical Issues in School Librarian

Candidates will explore four legal issues that school librarians face, together with corresponding ethical dilemmas: 1) copyright and fair use; 2) minors' privacy in a school library; 3) intellectual freedom and applying the First Amendment to students' right to read in school libraries; and 4) serving students with special needs.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6095: Legal and Ethical Issues in School Libraries

Candidates explore legal issues that school librarians face, together with corresponding ethical dilemmas: 1) copyright and fair use; 2) minors' privacy in the school library; 3) intellectual freedom including the First Amendment, filtering, self-censorship, and challenges to library resources; and 4) barriers to equitable access to library resources and services. Candidates will review relevant legal requirements; consider ethical implications in school library situations; seek guidance in the professions' core principles and policy statements; query experts and practicing school librarians regarding ethical issues, including blogging, virtual meetings, and other social media tools; and determine best practices for today's dynamic educational environment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online Meeting (synchronous)

LIBM-6100: Library Research Skills Working in Collaboration

Students develop a school research program that includes understanding and instructing student research skills, evaluating and using various resources, and collaborating with teachers. Through hands-on practice and action research, students gain an understanding of student research practices, develop a research project and plan, and collaborate with a classroom teacher to implement a research project. Students also develop strategies for becoming the research and curriculum hub of the school.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LIBM-6110: News, Media and Information Literacy for Learners in the Digital Age

While today's learners are often referred to as digital natives, our complex information landscape requires all educators to be skilled at helping them become digital detectives. In addition to evaluating a variety of traditional news/information literacy protocols, in this course k-12 teachers and librarians will learn to understand the inextricable link between Information Literacy and Social Emotional Learning (SEL), the ways that mobile technologies affect our ability to parse credibility, and the intricacies of the click-driven economy that drives the spread of mis-, dis-, and mal-information. With a focus on instructional design, this course will prepare educators for the task of creating learning opportunities for children that will help them navigate our information rich (but sometimes fact poor) world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

LIBM-6120: Makerspace for Library Media Center

This course examines theory, research, definitions, and practical application of the classroom makerspace concept. Conceptual ideas for developing a library makerspace include: scheduling, material, procuring resources, curriculum alignment, partnerships and collaboration. Embedding maker-management skills, lesson construction, and pacing/planning within a construct introduction to coding, engineering and math, future librarians discover digital, physical and technology-based instructional maker concepts and resources to connect students with a space designed to think, design, problem solve and create.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

LIT (Literature)

LIT-1510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

LIT-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

LIT-3040: Transforming Literature into Film Women Novelists and the Male Cinematic Gaze

This course offers an exploration of novels written by women and investigates how they translate into films directed by men. Viewing the films and reading the novels on which they are based, students examine the content, ideas, and meaning of each work of literature and how the film version embellishes or diminishes this meaning.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3130: Literary Communities of Los Angeles

In this class, students will dive into the literary world of Los Angeles, exploring literary and cultural centers throughout the city, reading classic and contemporary L.A. poets and writers, and engaging with the L.A. literary community in person and through their own writing. As an experiential class, students will be introduced to literary centers and events throughout west and east L.A., write reviews, engage in classroom discussions, and read a creative piece in a public reading at Beyond Baroque Literary/Arts Center. In doing so, students will explore the relationship between community and creative work in Los Angeles while considering the validity of commonly held conceptions of the city as an alienated, sprawling, and superficial metropolis. This is a 4 unit class. The extra unit will be comprised of the individual visits to literary sites of the student's own choice, reviews written in response to these visits, online postings of these reviews and responding to other student's reviews on Sakai, and the reading, preparation and reflection required before site visits. See assignments for more information.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3220: Themes in African-American Literature

In this course students critically examine various styles and genres found in contemporary African-American literature within an historical, social-political and cultural context. Specific course topics include the historical influences of the Harlem Renaissance, the Black Arts movement of the late 1960s and early 1970s, and artistic freedom and the African-American literary tradition.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

LIT-3310: Literary Analysis & Argument

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Prerequisites: INTD-3210.AC: Experience and Expression

LIT-3370: Harlem Renaissance in the Jazz Age 1920-1938

This course critically examines the Harlem Renaissance as a by-product of the first Great Migration of African Americans from the south to the

north at the turn of the century. The Harlem Renaissance, like the Great Migration, came to symbolize a people reborn as they moved from plantation to urban settings. This course focuses on artists, social activists, intellectuals and political operatives of the Harlem Renaissance that include such luminaries as W.E.B. DuBois, Zora Neal Hurston, Duke Ellington, Marcus Garvey, Langston Hughes, Billie Holiday, and Alain Locke. This course introduces students to the history of the United States from the age of exploration to the end of the Civil War. The course explores several questions: What is American history? From whose vantage point is it typically told? What does it mean to write a people's history? Can history be radical? Although much of history consists of names, dates, places, and people we were once told to memorize by our elementary- and high-school teachers, this course focuses instead on how we make sense of that past and why history is written in the way that is. Among the major themes this course addresses is the question of America and American as identities, places, ideologies and social positions. Though we use these terms often what exactly do we mean by them? What does it mean, for example, to call oneself an American? How does that concept change according to positions of class, race, gender, or sexuality? Can someone from Bolivia call herself an American? Does it mean the same thing to North Americans? If someone tells you while you are travelling abroad that he or she appreciates American culture, is he or she referring to a Jackson Pollack painting, Yosemite National Park, Donald Trump, The Metropolitan Museum of Art, or a hamburger? In this course we will grapple with some of these issues. We will draw upon our own personal experiences to each come up with our own unique definition of American culture. For some this may be as simple as identifying with the neighborhood one grew up in. For others, however, the idea of being American or of American culture may not be bounded by space or time.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3510: Independent Study

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of American culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

LIT-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

LIT-3550: Trauma Memoir

In this course, students read contemporary memoirs (and portions of memoirs) that capture early childhood experience, particularly childhood trauma, often at the hands of family and society. Each work depicts a self defined in the context of trauma, and fortified by the turning of a traumatic experience into literature. The course also includes readings in literary criticism and psychological theory that illuminate the workings of memoir, and illustrate how memoirs may serve both artistic and psychological missions. The course considers how

these missions correspond, and conflict, and how various works reconcile them. Students have the option to explore their own memories, and write their own pieces of memoir.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3620: Memoir Writing

Through critical reading and writing, students will explore memoir as a literary genre that focuses on personal stories shaped by memories, significant experiences, and changing perspectives. Students will examine characteristics of memoir and what distinguishes this genre from autobiography and nonfiction essays, and address controversies over truth in memoir. Students will consider the importance of theme, perspective, time, and place relative to an author's life as they analyze readings in preparation for their own memoir. To create meaning out of their life experiences, students will use elements of fiction, including setting and character development. Students may contemplate challenging, significant, or memorable events to create a relational experience for the reader that may work to inspire social change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-3630: Mixed Race Women's Memoirs

This course is designed as a multidisciplinary exploration of race, gender and identity utilizing oral and written narratives of Black-white mixed race women from the mid-nineteenth century to the present as source material. Drawing from elements of cultural studies, African American studies, American studies and women's studies, students will construct critical and historical contexts for self-identity and perceptions of that identity in women of interracial

descent.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-3640: Varieties of Short Fiction

The aim of this course is for students to analyze a variety of classical and contemporary short fiction. The course engages all the elements that give a fiction a chance at success - obsession, seduction, evoking of the senses, the removal of filters, scene and summary, theatre of the mind, et cetera. This course examines the elements of fiction - plot, character, setting, point of view, theme, effective dialogue, meaningful description and telling detail, narrative voice, pacing, symbol, etc. - in an effort to determine the part each element plays in creating the overall effect of the short story. Students learn to recognize and use the terminology of fiction and, by reading, discussing, and analyzing several dozen stories by a diverse selection of writers, achieve a thorough understanding of the process and value of writing short fiction, as well as develop skills with which to analyze the form.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3710: From Book to Screen Strategies for Moving from Written to Visual Texts

This course examines the ways in which short stories, novels, novellas, and autobiography are adapted into films, with special attention to the treatment of the various elements of theme, characters, plot, and setting. Diversity will be built into the class with analysis of gender, class, and race/ethnicity in literature and films as well as looking at such diverse film genres as horror, detective, and Western.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3720: Journeys in Creative Nonfiction

This course focuses on exploring the genre of creative non-fiction and examining many of its forms including literary reportage, memoir, biography, travel writing, magazine writing, and the essay. Students read short and longer works by varied authors including Truman Capote (his classic, *In Cold Blood*, is considered to be a pioneering work of creative non-fiction), Joan Didion, David Sedaris, James Ellroy, Greil Marcus, Norman Mailer, and Art Spiegelman. The class explores patterns and trends in the development of the form as a literary genre, and the vanishing distinction between fiction and non-fiction. The class also examines how the elements of fiction - narrative, character development, scene setting, dialogue, poetic language, point of view, structure, etc. - are utilized in creative nonfiction.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3760: Representations of Adolescence in Literature

This class will engage students in a focused study of literary representations of adolescence. Though we may think of adolescence as a set developmental phase, delineating it is also a relatively modern luxury. Members of past generations and people of less privileged societies often go directly from childhood into the responsibilities of adult life. Adolescence, as we know it, is a socially constructed idea. Notions of its purpose and meaning shift with the times. Through reading, lecture, discussion, and close analysis of four novels (and some poems), we will reflect on how adult writers strive to capture the challenges, conflicts, and unique experiences of American adolescents. We will also consider how these works reflect ideas about adolescence as a

social construction. In the four major works considered, we'll look at American adolescence from the post-war period through the 1970s and 1980s up to the present.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3810: Writing Magical Realism Making the Familiar Strange

This creative writing course draws upon the considerable resources of international magical realist writing in order to support students in developing new approaches to their own creative work. Magical Realism, particularly in its more classic examples, employs imaginative leaps in the context of the ordinary to problematize and playfully resist the limitations of "things as they are." At the heart of the course is the question: What is the psychological, political, and aesthetic value of imagining that which is said to be impossible? In exploring this question, we will aim to understand how the playful techniques employed by magical realist writers can address many interests and issues, including issues of social justice and forms of colonization. Furthermore, because the worlds of Magical Realism frequently explore the tension between the plausible and the impossible, the matter-of-fact and the extraordinary, creative writers studying this genre are in position to learn how to effectively write both realism and fantasy, as well as how to create a potent balance between (and/or disturbance of) the two.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3830: Psychology of Women Through Literature and Film

This course explores, through literature and film, a variety of the emotional and psychological experiences of women. Insights from works on the

psychology of women by Jean Baker Miller and Phyllis Chesler are brought to discussion of short novels, short stories, and films. Through literature and films students examine the relationship between patriarchal culture and differing psychological definitions of women and men's emotional life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-3900K: Transforming the Everyday a Poetry Workshop

Using exercises and examples to stimulate the imagination, this workshop focuses on writing. Students explore how we transform the ordinary elements of what's around us (i.e., our own thoughts and feelings, the external world) into linguistically alive and exciting to read poetry. The day is divided into three sections: reading and discussing examples of contemporary poetry, writing and work-shopping what we've written.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

LIT-3900L: Blackness & Identity in Nonfiction

This workshop explores how race, specifically negative concepts of blackness engrained in American history and culture, has shaped the work of nonfiction writers who struggle with the fundamental concept of self and establishing the validity of their own stories and experience. Through film, readings, discussion and writing exercises, students will analyze how racial oppression-slavery, Jim Crow, etc.-was at its core a negation of a valid black self and authoritative black voice. Students will also examine the fluidity between social and individual black reality, and how this fluidity has been consistently reflected and addressed in works from Frederick Douglass to Maya Angelou to Henry Louis

Gates, Jr.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

LIT-3900T: A Million Little Lies Dishonesty & Deception in Creative Nonfiction

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

LIT-4010: Representations of Children in Literature - Through a Child's Eyes

Through review and analysis of poetry, memoir, and fiction written from a child's point of view, students reflect on the experiences of children, social and environmental justice issues related to children, and some aspects of psychological and social child development from the pre-verbal stage through adolescence. Selected literature illustrates how children perceive the world at different ages, how they make meaning from life experiences, and how they relate to themselves and others in different situations and cultures.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

LIT-4370: Special Topics in Contemporary Literature

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

LIT-4420: African-American Literature

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

LIT-4520: American Literature

The literature in this course spans both the history of the U.S. and the cultural diversity of writers, both male & female. Within this broad frame, students read works which embody characteristic American themes such as conflicts over race, the struggle for equality, the pursuit of individual freedom, the questions of truth and destiny, the role of religious belief in a secular world, and the emergence of a multi-ethnic society. Students will discuss the distinctiveness of American contributions to world literature.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-4620: English Literature

This course surveys the literature of the British Isles from the late eighteenth century to the modern day. It explores trends such as Romanticism, Imagism and Formalism, while addressing such themes as individual freedom, alienation, industrialism, the

changing role of the family, and the impact of Imperialism. This course includes the study of poetry, short stories, short novels, and essays from a representative sample of important modern British authors.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-4650: Shakespeare

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

LIT-4800: Special Topics in Literature

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

LOS (Leadership & Org Studies)

LOS-4030: Far from Equilibrium Systems Perspectives on Change

Properties of complex living systems are brought to life - holism, purposefulness, interdependence and

self-organization, with special emphasis on patterns of emergence. Inquiry focuses on what it means for group, organizational and community systems to embrace instability and uncertainty; that is, to live creatively as participative, adaptive and self-renewing systems far from equilibrium at the edge of chaos. LOS; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LOS-4100: Narrating Change Stories for Collective Action

Students explore ways stories can be used to guide organizational and community change, and draw from ethnography's focus on narrative and traditions of participatory and action-oriented research. In a dynamic interplay of theory and practice, students alternately study underlying principles of story-based change while they engage in an application project that utilizes stories from their own organization or community in cycles of reflection and action. LOS; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

LOS-4800: Special Topics in Leadership & Org Study

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

MAT (Mathematics)

MAT-1030: Business Math

This course focuses on basic mathematical concepts common to early childhood business usage, such as using fractions and percentages, working with the time value of money and reconciling fees, expenses and reimbursements.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

MAT-1510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MAT-2510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MAT-3060: Math and Social Change

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MAT-3100: Math Support

This course explores foundational concepts in mathematics and lays the groundwork for both the math content courses and math methods courses that students will take throughout the program. This course can be waived depending on students'

previous experience and coursework.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

MAT-3110: Math Concepts & Processes

In this course, teacher candidates develop an understanding of math concepts and processes with a focus on number sense, algebraic sense, and the meaning behind the algorithms of arithmetic. This course builds on the previous quarter's "Math Support" course and prepares students for the following quarter's "Math in Schools" course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

MAT-3120: Math in Schools

This course builds on the previous two mathematics content courses and works to deepen and extend students' mathematical skills and understandings. Students examines math content in the context of K-8 educational settings. This course prepares students for mathematics methods courses that they will take in the upcoming year.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

MAT-3210: Math in the Real World

Through a three-pronged approach, students develop an analytical and inquisitive point of view as it relates to the mathematics they encounter in their daily lives. Students are challenged in their critical thinking and verbal reasoning through class discussions, with self-directed projects and by developing a much stronger and innate understanding of foundational math skills. By working in-depth in the student's area of interest,

students will follow a natural development of understanding of math concepts and how they relate to their personal interest topics.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MAT-3220: Mathematics in Applied Contexts

Math is everywhere and yet many people think that they can avoid it in their everyday lives if they don't want to directly study it. This course tells a different story by familiarizing students with the mathematics embedded in the media they see every day with the goal of helping them become more capable and critical readers of this information. We will investigate how math impacts many aspects of journalism, evaluate the arguments of those who critique the way math is represented in lay literature, and explore the media directly to find examples of appropriate and inappropriate mathematical arguments. During this course we will read from a broad range of sources, looking at arguments from scholarly articles, blog posts, and various online articles that speak to the issues we are studying. Within the ten weeks of this course, students will develop important critical thinking skills that expand their capacity for evaluating mathematical concepts in applied contexts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

MAT-3300: Business Finance

Whether you are a business executive, entrepreneur, or would-be investor, understanding and assessing the fiscal health of a business is paramount to making sound financial decisions. In this course, we examine key aspects of financial management from micro-level health assessment of a business, to macro-level decision-making in financial markets. Students will

gain theoretical and practical knowledge for understanding, forecasting and managing financial issues within an organization. Course topics include operating and capital budgets, financial reports, financial analysis, and fiscal controls.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous), Online (asynchronous)

MAT-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MAT-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

MAT-3810: Mathematical Thinking Personal Financial Management

This course addresses such issues as budgeting, planning for retirement, long term health care, investments, stocks, mortgages, and other areas applicable to understanding the finance of everyday life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MAT-4020: Research Design and Methodology

The course introduces students to experimental and non-experimental designs used in psychological

research. Class time is divided between discussion of the reading material and laboratory work. Students discuss commonly used designs, the elements of these designs, and the benefits of each type of design. Students get hands-on experience with several studies, serving as subjects in these studies, analyzing the data, and writing reports on the research using an APA-style format. Students are involved in designing their own studies, gathering data, analyzing the data, and presenting this information both in oral and written form.

Min. Credits: 4.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: MAT-4030/PSY-414: Desc-Inferential Statistics

MAT-4030: Descriptive and Inferential Statistics

This course concentrates on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MAT-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MGT (Management)

MGT-3110: Military Career to Community Transition

This course introduces Catalyst Program Candidate students to Antioch University Online, preparing them to make the most of their time at this unique educational institution. Candidates will develop a good sense of Antioch as a learning community, while learning about the university's history, the philosophies of education that inform their learning, and the culture of the Antioch Online classroom. Candidates will explore the transition from military life to private enterprise. Candidates prepare to explore methods of initiating a business to include organization, collaborative contacts and initial formation. Candidates will develop an understanding of the dynamics of business and procedures for effective communication across organizations. Focus is on critical thinking and problem-solving techniques to encourage positive interactions and success in business. This course is a prerequisite to continued enrollment at Antioch University Online. All Catalyst Candidates must complete this course successfully during their cohort course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3200: Business Finance

Whether you are a business executive, entrepreneur, or would-be investor, understanding and assessing the fiscal health of a business is paramount to making sound financial decisions. In this course, we examine key aspects of financial management from micro-level health assessment of a business, to macro-level decision-making in financial markets. Students will gain theoretical and practical knowledge for understanding, forecasting and managing financial issues within an organization. Course topics include operating and capital budgets, financial reports, financial analysis, and fiscal controls.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MGT-3220: Leadership & Project Management

Project management is a continuous challenge for most of us. We manage projects daily - social, academic, and/or professional. The recorded history of project management has changed from a time when only engineers were in charge of large-scale projects to what we experience today, where homemakers, students, community advocates, and all levels of business associates lead and support team projects. This course focuses on the essential aspects of project leadership and management, covering the six fundamentals of project management: defining the scope, initiating, planning, launching, executing, and closing the project. These fundamentals are viewed from both the perspectives of the project leader and the project member. Topics include the dimensions of leadership, determining the direction, scheduling, managing risk, and creating a healthy team environment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles

Method(s): Classroom

MGT-3230: Managing in a Global Environment

The global workplace is ubiquitous. In today's business community, we find dispersed companies interfacing with contractors, subcontractors and strategic partners in every part of the globe. Each alliance brings with it cultural differences that impact communication, decision making, project management, leadership style, conflict management techniques, and relationship-building. This class explores cultural differences in the global

environment from the perspectives of power, risk-taking and individual perception. Students learn how trust, an essential component to successful business ventures, is exhibited in select cultures, and experience how genuine overtures of trust can be misunderstood due to cultural perceptions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3240: Social Change and the Nonprofit Sector

Those possessed with a passion to make the world a better place will often envision starting a movement or strengthening or reviving one that already exists. The instrumentality of social change, however, is not only the story of passionate individuals working in association. Throughout American history, nonprofit organizations have played an important role in creating change too, sometimes supporting social movements and at other times solidifying the gains made by them. From the Abolitionist Movement that spawned anti-slavery societies in the nineteenth century to the LGBT organizations that produced recent changes in marriage laws, the synergy between social change movements and nonprofit organizations has been a constant of American history. This course examines these historical dynamics in the interest of equipping present and future leaders of movements and institutions with the knowledge of the forces that can support, grow, or, sadly, diminish their efforts.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3241: Business Of: Topic

This course provides instruction in various business management and administration topics. Topics of current interest in business and issues related to management and creation of sustainable business will

be covered. Students will understand the characteristics, business strategies and environment unique to an industry. The topic for each quarter will be provided in the Schedule of Classes. The course may be repeated up to four times based on unique topics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MGT-3250: Non-Profit Management

There are now well over 1 million nonprofit organizations (NPOs) in the United States, employing over 10 million people, calling upon even more volunteers, and performing functions ranging from promoting art to protecting zebras. This course presents a model of the essential anatomy of successful NPOs. Then, building upon this theoretical framework, three key planning processes are explored which are commonly used by nonprofit executives and board members in leading their organizations effectively. These include board development planning, resource development planning, and overall strategic planning. The course utilizes various methods of instruction, including class discussion, internet research, lectures, reading, student presentations, and writing.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3550: Leadership

The course explores the concept of Leadership as science, as art, and as service. In the process of studying cases of successful and failed leadership the course requires students to reflect on how to make their lives meaningful and productive through the cultivation and exercise of leadership skills. They learn how to employ creative means to achieve

constructive ends and how, in the process, to serve with integrity as they draw upon the capacities of diverse human resources and deploy the skills of community building.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3560: Triple Bottom Line Accounting & Management

Contemporary business has evolved from concern over just the financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. This course explores specific business accounting practices based on economic, environmental and social criteria: people, planet and profit. SBUS; LOS

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3580: Group Dynamics

This course examines theories and research about groups, and applications of social psychological (rather than clinical) notions of group processes. The course provides a setting in which students engage in both didactic and experiential learning about group roles, group development and task oriented and non-rational group dynamics. Topics include, among others: group functioning, development, role emergence and differentiation, leadership and authority, scapegoating and the relationship between these and non-rational behavior.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3621: Management in the Multicultural Workplace

This course provides students with the tools needed for effective functioning in a multicultural setting. The course illustrates how an awareness and appreciation of human difference can enhance both individual and organizational effectiveness and

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3630: Global Strategic Management and Leadership

In today's world, leaders of organizations, large or small, are challenged with increasing turbulence and disruption in the marketplace. Therefore, having the aspiration to succeed through local management is not enough. Business students need to equip themselves with the skills to act strategically on a global level to strive and thrive through mega-trend transformations. This course will teach students to learn and apply the analytical tools in their critical decision-making process to attain long-term individual and organizational success. The course will help students acquire basic global strategic management concepts as well as expose them to state-of-the-art strategic management and leadership approaches. One of the key goals is to help students broaden their visions and perspectives to consider business functions with a comprehensive global view. Emphasis is on an integrated approach. The course is perfect for students who are interested in attaining executive or leadership roles in career development.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Online Meeting (synchronous), Classroom

MGT-3640: Lean Entrepreneurship

This course provides real world, hands-on learning as to the reality of starting a business with limited resources. This class is not about writing a business plan or researching markets, and it is not a theory or "book" class. The course is designed to offer students a guided step into entrepreneurship with all of the pressures and demands of an early-stage startup where limited resources are a constant restriction. Students will be interviewing customers, partners, and competitors as they encounter the chaos and uncertainty of the inner workings of a new business. Students will work in teams, learning how to turn a great idea into a better company. Throughout the quarter, students will work with a group of peers to design and test a business model for a venture of their own choosing. They will also utilize an effective business model that incorporates every level of a developing company and undergo market validation and customer development to test actual interest in the developed product. While all types of ventures are theoretically 'in-bounds' here, students' pursuits should have high growth potential and the ability to distinguish their product from existing products and companies, through innovation of the product, service, production process, or even capturing a new market altogether.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Online Meeting (synchronous), Classroom

MGT-3650: Responsible Management and Global Sustainability

Sustainability, responsibility, and ethics are the fundamental pillars of solid management practices in today's business world. Responsible management encompasses techniques and theories that surpass bottom-line profit-making, baseline ethics, and fostering compliance in order to create more positive outcomes for society and the environment. The decisive goal of this course is to promote student

comprehension and identification of what responsible management is and how a responsible firm can be developed through informed managerial actions. This requires that students learn to recognize stakeholders and the importance of their needs; comprehend methods of balancing competing needs; develop critical decision-making processes, and polish professional communication skills. For students to accomplish all these, the course will introduce concepts, reinforce understanding, and require analysis and application of knowledge and skills to a variety of situations presented in varying formats.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous), Classroom

MGT-3680: Accounting and Budgeting

This course introduces the students to fundamental principles underlying the accounting function as it relates to the management of organizations. Students develop an accounting model, starting with simple concepts, and build toward a system overview by taking a practical approach to the subject. This course also examines the basic concepts and issues underlying budget planning as well as the relationships of budgeting, planning, accounting, and information systems to organizational goals, program objectives, and performance measures.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3681: Management: Best Practices

This course will focus on best practices management with a primary emphasis on what constitutes best practices in leadership and management in today's complex world. This course will focus on the importance of the leader as teacher within the

organization and community. Students will explore how leaders emerge, and learn to understand the importance of visionary leadership within a framework of social responsibility. The course will delve into the aspects of servant leadership that emphasizes collaboration, trust, empathy, and the ethical use of power. Leading in a diverse world, leading in a time of crises and complexity, and how today's leaders and managers handle change today and into the future will also be examined.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MGT-3720: Business Law

This course focuses on understanding the legal environment of business. We first examine the framework of law which consists of the multiple sources of law, which are then bifurcated into either criminal or civil law. Business is subject to regulation by many governmental agencies, such as The Environmental Protection Agency, which has the force of both civil and criminal law. We will learn about these areas of the law, as well as employment law, product liability and securities law, set against societal demands of the corporation to operate in a socially responsible or ethical manner.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3730: Technology & Business

This course will cover some of the more salient issues facing the world today. We will look at issues such as privacy, terrorism, government, biotechnology, cloning and entertainment; and how they relate to the business world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3741: Organizational Strategy & Culture

This course explores the improvement of organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. This exploration uses behavioral science techniques to diagnose current and potential organizational problems. The course then applies theory, practice and research to determine appropriate interventions to address the problem. Long-range strategies for prevention of future organizational problems are also discussed. The course will emphasize case studies and the use of role-playing by students to develop insights into the best use of interventions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MGT-3750: Business Ethics & Social Responsibility

This course explores the wide-ranging impact of management decisions, policy making, and strategy on communities and society. Internal and external political and social environments, ethical dilemmas faced by managers and executives, and the impact of whistle blowers are also covered. Students will initially analyze these issues within the context of ethical philosophy, later exploring the conditions and norms, which motivate institutional behavior, working relationships, and moral choice. Satisfies Ethics requirement.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MGT-3830: Project Management and Cost/Scheduling

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3850: Quality Management

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3850.SB: Human Resources & Legal Issues

This course provides an in-depth understanding of the human resources function and related legal issues and their impact on the professional manager. Subject areas include: employee relations, compensation

practices, collective bargaining, human resources planning, quality of work life, employment law and affirmative action.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3880: Contracting and Purchasing

This course covers the skills needed to acquire the goods and services necessary for successful projects, including contract law and administration, elements of supplier relationship management and purchasing.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3900: Human Resource Management

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3910: Risk Management

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-3920: Applied Studies Seminar: Leadership

This professional, hybrid-format seminar provides students an opportunity to integrate their technical knowledge with leadership practices in their area of expertise. The Professor serves as a facilitator/mentor providing information regarding leadership and organizations, and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to integrate academic theory and practical experience as they relate to leadership practices. Specific leadership practices addressed in the seminar include leadership characteristics, the importance of values, developing a shared organizational vision, challenging organizational processes, enabling others, encouraging the heart of people in the organization, and action leadership.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

MGT-3941: Special Topics in Business & Entrepreneurship

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

MGT-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

MGT-3990: Applied Studies Seminar Cultural Contexts

This professional, hybrid-format seminar provides students an opportunity to connect their technical knowledge with concepts related to cultural contexts and apply these ideas to their area of expertise. The Professor serves as a facilitator/mentor providing principles to understand the study of culture from various disciplines and students share their perspectives and insights as they relate this material to their areas of professional knowledge. The process is designed to relate academic theory and practical experience around cultural context issues. Specific topics addressed in the seminar include models of culture, culture and innovation, multi-cultural issues in management, and cross-cultural management.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

MGT-4010: Foundations of Business Practice

This is one of two courses that expose students to the major areas of business practice. The Foundation courses familiarize students with the language and concepts that are central to core business functions. MGT 501A introduces the topics of accounting, finance, and economics to enable students to comprehend financial analysis and decision-making in organizations. Students gain a basic understanding of budgeting and financial statements, the time value of money, and revenue and cost behavior of firms in competitive markets. This is a hybrid course that includes both classroom and online activities. (Students should enroll in this course at its earliest offering in their program of study).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-4410: Economics (Micro and Macro)

This course provides an understanding of methods, theories and concepts of microeconomic analysis and their application to basic management decisions pertaining to production, marketing, finance, and investment. Emphasis is placed on theoretical and practical rationales underlying economic decisions. This course also studies the aggregate economy focusing on the major macroeconomic problems of income, employment and prices. Major theories of macroeconomic instability are presented along with resulting policy options. International economics, international finance and economic growth are also studied.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-4600: Social Enterprise

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-4780: Strategic Marketing

This course examines marketing as the business function that identifies current unfulfilled needs and wants, defines and measures their magnitude, determines what target markets the organization can best serve, and decides on appropriate products, services, and programs to serve these markets.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-4820: Intersectional Leadership Coaching

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MGT-4840: Ethical Issues in Management

This course provides an ethical investigation of the context of American business, including capitalism and the free market system. This includes an inquiry into the ethical nature and role of business organizations within this broad economic context, as well as an examination of particular ethical issues, which arise in the course of this activity.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-4960: Organizational Behavior

Organizations are complex social systems with external environments and internal goals.

Organization behavior includes the processes of determining how organization resources shall be employed (toward the goals) and under what rules.

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5000: Principles of Triple Bottom Line in Organizations

Businesses and non-governmental organizations today are evolving rapidly from a focus solely on their financial bottom line to a higher level of environmental and social responsibility and action -- where profitability intersects with the common good to build thriving organizations and communities. This course provides a foundational understanding of the mutual importance of people, planet, and profit in creating and leading successful, sustainable organizations -- referred to as the Triple Bottom Line (TBL) approach. Students will apply their knowledge to analyze and evaluate TBL frameworks, formulate the business case for sustainable approaches to organizational development and growth, and illustrate the benefits and competitive advantages that result from TBL thinking.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5030: Human Resources Management

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5110: Military Career to Community Transition

This course introduces Catalyst Program Candidate students to Antioch University Online, preparing them to make the most of their time at this unique educational institution. Candidates prepare to explore methods of initiating a business to include organization, collaborative contacts and initial formation. Candidates will explore the transition from military life to the private sector. Candidates will develop an understanding of the dynamics of business and procedures for effective communication across organizations. Focus is on critical thinking and problem-solving techniques to encourage positive interactions and success in business. Candidates will evaluate the strengths and weaknesses of different types of organizations in promoting a balance between business opportunity and community responsibility. Candidates will create a possible model for an organization that meets those ends. This course is a prerequisite to continued enrollment at Antioch University Online. All Catalyst Candidates must complete this course successfully during their cohort course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5130: Managerial Financial Analysis Principles

This course provides insights on accounting concepts related to both financial and managerial accounting. Introduction to the study of accounting dealing with the preparation and analysis of the balance sheet, income statement, and related accounting records will also be covered. An extension of traditional managerial accounting to the emerging measurement systems of sustainability accounting is made with investigations of Sustainability Accounting Standards, the Global Reporting Initiative, and best practices in managing and measuring in a triple bottom line context will also be covered.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5140: Global Economies and Sustainability

This course is designed to investigate present models of international economics and its relationship to corporations, social ventures, Non-Governmental Organizations (NGO's), and nonprofit organizations around the world. It will also evaluate these systems' impact on sustainable development and economic influence. Students will learn various models of political economy, ecological and behavioral economics, and the role of world trade and international financial organizations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5150: Strategy, Innovation and Resilience

Every organization must successfully address opportunity, challenge, and change - or wither. Usually, there is no shortage of ideas and passionate perspectives. How does an organization adapt and evolve, develop forward-looking futures for itself, and decide its best course of action? Strategy, innovation, and resilience constitute the "how," and are the bedrock of a vibrant, sustainable organization. Students will study current and emerging theories of organizational strategy, innovation, and resilience. Drawing on content from this and previous courses, students will apply, evaluate, and develop approaches to leading effective strategic thinking and execution, and in fostering innovation and resilience - including the integration of environmental, human, and financial sustainability in businesses and NGOs. Readings and resources will lean strongly toward

what working practitioners require and find most useful in their work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5220: Earth Systems and Climate Change

This course employs a systems approach to understanding the intersection of business and nongovernmental organizations and the Earth system. The geosphere, hydrosphere, atmosphere, and biosphere, and how they are interrelated, are explored with a focus on climate change. Systems thinking emphasizes relationships and interdependencies -- students learn to identify the connections between the planet and an organization by considering whole systems, rather than component parts, and discern systems within systems. Students apply systems thinking and their knowledge of the Earth system to analyze organizations and address sustainability challenges, including resource use, waste management, and climate change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5222: Diversity and Social Sustainability

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5224: Ecological Economics, Public Policy, and Social Change

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5231: Ethical and Legal Issues Facing Leaders

This course explores legal and ethical issues facing leaders in private, public or nonprofit organizations. By analyzing case studies and scenarios, students will examine various strategies and models of reasoning. Students will also critically examine and recognize the impact of decision making on different dilemmas professionals often encounter in the workplace.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5242: Leader Identity, and Development

The focus of this course is on leader development by examining how leader identity is socially constructed, deconstructed, and reconstructed by self and others. Specific attention is given to the identity and development of leader as mediator. Students examine selected theories, practices and mental models that inform the capacity for constructively engaging conflict, both intrapersonal and interpersonal, toward transformative ends, within a context of complex and interdependent human systems.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5280: Human Resources Management

Human Resource Management deals with a wide range of activities by which organizations (both profit and nonprofit) acquire, maintain, and utilize their workforces. Adopting the perspective of a general manager, students will examine a number of key human resource "levers" or processes contributing to the development of an effective work system, including investing in people (training and development), measurement and incentives (compensation), and tapping potential employees (recruitment and selection) to better understand the complexities of managing people in organizations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5340: Leading High Performing Teams

This course examines characteristics of high performing teams, common challenges that prevent teams from realizing their full potential, and selected strategies for overcoming constraints on optimal team performance. Students explicitly explore the evidence-based characteristics, competencies, and practices exemplary leaders embody and employ to mobilize and maintain teams that thrive. Students will consider how team leaders proactively embrace diversity, equity, and inclusion to create a climate of belonging that enhances team performance.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5370: Organizational Leadership and Change

This course introduces leadership theory and managerial roles to plan, organize, implement, monitor, and evaluate organizational change efforts.

Strategic communication plays a critical role in the change-management process, and students will examine best practices in organizational leadership and change management. The course thus introduces leadership theory and some best practices of change leadership such as to scan, focus, align, mobilize, and inspire. The course will focus on several key areas such as: why leaders need to guide staff through periods of change and help transform organizational culture, why formal and informal leadership behaviors are needed at many levels of an organization, and why multiple intelligences are needed not only to manage and lead change, but also to predict and address resistance, anxiety, and the forces of inertia that can sabotage even small change efforts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5380: Developing People and Performance

Skillful leaders foster workplace culture, practices, and relationships that support learning, satisfaction, and strong performance among employees. Employees, in turn commit their knowledge, skills, and energy to the organization's success. Through the interdisciplinary lens of human resource development, students explore the value and benefits of developing people and performance in diverse and inclusive work environments. Theories related to training, organizational development, performance improvement and systems create the landscape for students to explore the practical aspects of organizational culture and systems that support the development and well-being of employees and organizational stability.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5418: Advanced Leadership

This course prepares students to lead at a higher level. Students are introduced to advanced leadership theories, strategies, and practices for more effectively leading change within particularly volatile, uncertain, complex, and ambiguous conditions. Within a systemic framework, students engage with innovative perspectives, tools and tactics that build upon and go beyond foundational approaches to changing the status quo by tackling stubbornly persistent problems where obvious solutions face unexpected resistance.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5420: The Healthcare Sector As a Complex System

This course will provide students with an overdrive of the complexity of the U.S. healthcare system. The course will provide students with insight into multiple concentrations and disciplines, including state and federal legislative implications regarding healthcare, economic effects on the healthcare system, business management, human resources, public relations, resource allocation, politics, and legal and ethical ramifications in healthcare.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5422: Multicultural Competencies in Healthcare Administration

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5424: Health Insurance and Reimbursement

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5426: Strategic Management in Healthcare Organizations

This course is designed to make the student aware of well-established and innovative best practices that are necessary for making strategic decisions in the competitive environment of healthcare. The class will offer an opportunity to explore various aspects of formulating, monitoring, and leading strategies while considering the complexity of the structure and processes in healthcare. The course identifies the forecasting methods, future research in health care, dynamics of organization's culture and analysis, and other issues related to the strategic planning in health care. Real-life projects engage the student in making evidence based and value driven decisions while being cognizant of culture, regulations and the dynamic nature of the industry. Discussions from the readings, case studies and assignments focus on developing systems thinking and strategic intuition that is vigilant of the drivers of change, leadership skills, and countermeasures by competitors.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5428: Healthcare Innovation and Quality

This course will introduce students to creating, implementing, embedding, and sustaining innovation in healthcare. All sectors of healthcare are involved and struggling with innovation as a means of improving the overall quality of care, experience and outcomes and decreasing the cost and inefficiencies for all stakeholders. By the end of this course,

students will have gained a theoretical and practical understanding about healthcare innovation and quality. Students will be able to use their understanding in these diverse areas within the healthcare ecosystem to provide solutions for problems through the end-to-end innovation process.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5550: Enhancing Your Leadership For Social Change

Enhancing your leadership identity takes strategy and cultivation. This course provides opportunities to foster leadership and professional growth by developing vision, aligning your strengths and capabilities with strategy, and working to build confidence and credibility with others through effective communication. Participants begin by completing a self-assessment designed to report on their strengths and values and then engage with tools and techniques focused on developing skills in the areas of professional identity, business communication, productivity, career planning, and other best practices of effective leadership. Special attention will be given to the unique challenge's women face in the workplace, along with their unique value and perspective.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5552: Women's Studies a Tool for Understanding Women's Unique Challenges in Leadership

This course invites students to critically examine the social understandings of gender and the powerful role that gender plays in both our work and personal lives. An emphasis will be placed on how gender interacts with women's experiences in and of leadership. We will analyze the history of systemic gender prejudice

and gender discrimination and its consequences for women (and men). Moreover, we will discuss both individual and collective strategies for social equality and social change. With the focus on the U.S., this course strongly emphasizes the diversity of gendered experiences due to differences in race and ethnicity, sexuality, age, and physical abilities, etc.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5554: Optimizing Leadership Skills a Woman's Guide to Claiming Space

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

Either Previous or Concurrent: T

MGT-5556: Leadership from the Soul Living Your Purpose

Effective and strategic leadership is achieved by living one's purpose. This course provides students opportunities to enhance self-awareness and focus on what matters to them. Understanding identity and values helps inform one's purpose. Students begin by learning about identity formation and completing an inclusive personal values assessment designed to help source what is important to them. Students will understand what drives effective leadership and decision-making. Through the construction of a "purpose to impact plan", students will attain the ability to design effective and strategic leadership strategies to impact change within the workplace.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5860: Sustainable Business Strategies

Sustainable business strategies leverage the integration of economic, environmental, and social aims into a firm's goals, activities, and planning, with the aim of creating long-term value for the firm, its stakeholders, and the wider society. Decision makers have to balance these goals, but often have difficulties seeing how their decisions contribute to sustainable development at the system level. This class will give leaders the tools to formulate and execute strategies to meet the current needs of the firm and its stakeholders while protecting, sustaining, and enhancing all resources that will be needed in the future.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5870: Policy, Law, and the Ethics of Sustainability

Law and public policy shape the relationships between business firms and the environment, including the climate. The primary goal of this course is to learn to think critically about: (1) the relationship between business and the natural environment including the climate; (2) the existing legal and policy framework of environmental and climate protection, particularly in the US and its effects on what business managers are charged to do; and (3) the potential of business professionals to affect change in that legal and policy environment. The course will provide a grounding in the foundational concepts of sustainability and how those concepts have, and have not been incorporated into business strategy, environmental law, and business policy. As we address different topics in environmental law and sustainability policy, we will examine a series of case studies in which law, policy, and business intersect.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5885: Managerial Practicum

Highly effective managers and other leaders learn continually from their own successes and failures. Through habits of reflection, they refine pertinent skills and expand their professional knowledge. Managers and leaders must also be adept at assessing what is needed for an endeavor to succeed. Through this practicum, students will enhance their own reflective practice by engaging in a self-designed managerial project under the supervision of one of the host organization's executives. They will practice at assessing what is needed to succeed with a specified endeavor within a supervised environment.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-5900: Capstone Project

The course provides an opportunity for students to design and execute an individualized project to integrate and expand on skills and knowledge attained throughout their graduate program. Working with a faculty advisor, students pursue their professional interests by taking one of two approaches, either writing an extended research paper or conducting and reporting on a practical project of use to an organization of their choice. Both approaches involve a written report/artifact and presentation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MGT-5995: Independent Study

This class affords a student the opportunity to work one-on-one with a faculty member to explore a topic of special academic interest or engage in a creative, practice-based learning project. A student is expected to deepen their understanding of the identified topic and present a tangible product representing their learning. The course may consist of directed readings, applied work, independent research, or other activities to address the individualized nature of the course. Approval of an independent study is based on the student's readiness for independent work and the topic/materials are not a substitute for a required course. A student may not earn more than six (6) credits of independent study.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Independent Study

MGT-6000: Integrated Keystone Project

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MGT-6600X: Practicum MLC Continuation

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

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Classroom, Online (asynchronous)

MKT (Marketing)

MKT-3000: Market Analysis & Research

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3010: Integrated Marketing Communication

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3020: Web Analytics

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3030: Consumer Behavior

This course presents a comprehensive, systematic, and practical conceptual framework for understanding people as consumers-the basic subject matter of all marketing. Consumer buying patterns, motivation and search behavior. The consumer decision-making process includes inter-disciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications, as well as case analyses and research projects. Students discuss relevant psychological and sociological theories and study how they can be used to predict

consumers' reactions to strategic marketing decisions. Basic methodologies for research in consumer behavior are developed and applied. Course emphasis is on developing applications of behavioral concepts and methods for marketing actions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MKT-3050: Strategic Marketing

This course will provide an overview of strategic marketing techniques and the practical application of these methods as applied to small business, start-ups, and large corporations. Topics to be addressed and discussed include: the evolution of online, mobile and social marketing and its crucial role as a driver of growth, structured approaches to marketing campaigns, use of market research, market segmentation and targeting, positioning, branding, product development and pricing. The analysis of effective media channels for targeted marketing campaigns and methods used to measure and track results will also be covered. In addition to analyzing an existing company's strategic marketing initiatives, each student will also create a strategic marketing plan for a business, product or service of his or her choice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

MKT-3060: Advanced Public Relations

Advanced Public Relations is a course designed to further develop public relations skills. Emphasis on public relations case studies and the development and execution of a public relations plan. Students will also learn specialized areas of public relations analyzing the state of contemporary media - online

and off - and its impact on public relations examining key factors influencing reportorial and editorial coverage of entertainment, business, government and not-for-profit interests. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and other social media.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3070: Brand Development

Exploring the reasons why brands are so valuable and the factors that contribute to that value are crucial elements when developing a comprehensive marketing strategy. This course will examine the relevance and differentiation of brands. The concept of branding will be explored to understand how the branding of a product, company (or purpose) influences customer perception and the strategic thinking behind brand development. Real-world examples will illustrate how marketing communication tools and techniques can be used to build both a competitive advantage and brand equity.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3090: The Art of Negotiation

Although people often think of boardrooms, suits, and million dollar deals when they hear the word negotiation, the truth is that we negotiate all the time. Through this course students will be able to understand the basic types of negotiations, the phases of negotiations, and the skills needed for successful negotiating. The course will provide students with a sense of understanding about their opponent and they will develop a confidence to not settle for less than they feel is fair. Students will learn that an atmosphere of respect is essential, as uneven negotiations could lead to problems in the future.

Negotiation is not a skill to take out once and a while when a business person has to make a deal. Negotiating is a way to get what you want out of life and business.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3550: Principles of Marketing

This class offers an introduction to contemporary marketing theory and its application in the marketing implementation process. Students examine the techniques involved in bringing a product, service, or idea to the marketplace. Special focus is placed on identifying market opportunities, consumer behavior issues including marketing to ethnic groups, product development, promotion planning, pricing decisions, and channels of distribution. Global issues including cause-related marketing, ethics, and consumerism are also examined. The class includes discussions, group exercises, individual exercises, and videos.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

MKT-3941: Special Topics in Marketing

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

MKT-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

MKT-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

MKT-5000: Marketing and Communication Strategy

This course explores marketing and communication strategy as an essential business component within an organizational context. Students will develop both an intellectual and hands-on understanding and appreciation of essential marketing and communication concepts, and how those concepts can be applied to the growth, development, and long-term success of an organization. Marketing and communication strategies, models, and tactics will be addressed through the lens of branding, the classic "Four P's" of marketing (Product, Price, Place (distribution), and Promotion), messaging, integrated marketing communication, and tactical application. COURSE OUTCOMES 1. Apply core-marketing fundamentals centering on marketing's "Four P's" (product, pricing, place (distribution), and promotion) - from a strategic marketing and communication point of view. 2. Evaluate and apply core strategies centering on branding and positioning, customer avatars, creative briefs, tactical marketing plans, and other commonly-used marketing and communication tools for a chosen organization or industry. 3. Critically assess marketing and communication strategies and make recommendations to improve effectiveness by applying a formal framework of concepts and principles.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MNM (Non-Profit Management)

MNM-5000: Professional Development

The 1-unit of Professional Development is undertaken to support individualized learning goals that the student identifies, puts into a learning contract, and implements in consultation with a Professional Development Advisor. The student may choose to undertake field-based activities in nonprofit organizations as well as engage in coaching and mentoring relationships, or may design and implement independent projects. The student the documents Professional Development learning in consultation with the Professional Development Advisor. A student may repeat enrollment in MNM 5000, Professional Development, for a maximum of 6-units.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

MNM-5110: Nonprofit History, Context, Theories, and Trends

Among the many types of organizations that exist, what is a nonprofit? Are they an aberration in a capitalist economy or an intentional counterpoint? What impels people to establish them and support them? Is it to fulfill a need in society, or in themselves? And are they worth the effort and resources people put into them? This course will explore all these questions as it surveys the development of the nonprofit sector and examines some of the theories that attempt to explain its existence and purpose. Moving from past to future, it will also discuss some of the trends currently reshaping the sector and the impact they may have upon it.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MNM-5210: Development and Fundraising

Development (also often referred to as "advancement") empowers and supports nonprofits in doing the work of fulfilling their stated missions. If you think of a nonprofit organization's programs as the essence of what it does for its cause or community, the work of development is that of garnering the resources necessary to make that good work possible. For many (though not all) nonprofits, the key component to resource development is fundraising. This course, therefore, focuses primarily on the fundamentals of fundraising, from preparing a fundraising plan through acknowledging and recognizing donors appropriately for their support.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MNM-5400: Structure and Governance Stewardship of the Common Good

In this quarter, students learn how to analyze, design, and implement nonprofit governance structures and practices. Students learn what it means to have effective board structures, and how to manage streams of revenue. Students engage in a range of learning activities, including: a board simulation exercise, site visits, online conversations, textbook reading, in-house workshops, faculty presentations, guest lecturer presentations, research projects, and visits from professionals who have experiences to share from the field.

Min. Credits: 7.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MNM-5500: The Nonprofit System Structures, Behaviors, Relationships

The nonprofit system is comprised of a richly diverse population of individuals, groups and structures operating in environments characterized by increasing complexity. In this quarter, students examine the diversity of relationships and associated behaviors that, when understood, can inform and influence managerial thinking and decision-making for enhanced organizational effectiveness and strength. Learning activities include site visits, text-based and supplemental reading, online and classroom discussions, in-house workshops, experiential exercises, self-assessments, faculty presentations, and visits with professionals.

Min. Credits: 7.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

MNM-5900: Capstone Project

The course provides an opportunity for students to design and execute an individualized project to integrate and expand on skills and knowledge attained throughout their graduate program. Working with a faculty advisor, students pursue their professional interests by taking one of two approaches, either writing an extended research paper or conducting and reporting on a practical project of use to an organization of their choice. Both approaches involve a written report/artifact and presentation.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

MNM-5995: Independent Study

This class affords a student the opportunity to work one-on-one with a faculty member to explore a topic of special academic interest or engage in a creative, practice-based learning project. A student is expected

to deepen their understanding of the identified topic and present a tangible product representing their learning. The course may consist of directed readings, applied work, independent research, or other activities to address the individualized nature of the course. Approval of an independent study is based on the student's readiness for independent work and the topic/materials are not a substitute for a required course. A student may not earn more than six (6) credits of independent study.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Independent Study, Online (asynchronous)

MNM-6100: Social Movements and the Work of Advocacy

This course considers the question of how intentional change occurs in a nation's society and/or economy. Focusing first on the theoretical level, students will survey several notable social movements in the modern era as well as prominent theories that attempt to explain their inception and influence. Turning to the pragmatic, the course will then move on to discover how movements become effective at gaining notice and followers and, ultimately, making change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MNM-6200: Community Organizing

The course first introduces students to the range of motives and methods for community activism. It then examines in detail the work of community organizing at both the individual and collective levels. Students will formulate a strategy for organizing around a current social issue and also build a plan for sustaining oneself through both success and defeat as an advocate.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MNM-6300: Research Seminar

This graduate seminar affords students the opportunity to engage intensively in an area of special interest relating to organizational management and leadership. Through the end product of a research paper and a professional presentation, students will refine research, writing, and presentation skills while concurrently exploring an issue of relevance to practitioners in the nonprofit sector. They will also increase their proficiency in providing constructive criticism to colleagues through engaging in supervised processes of peer assessment of student work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

MUS (Music)

MUS-2510: Independent Study: Music

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MUS-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

MUS-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

ORN (Orientation)

ORN-20: Prior Learning Workshop (Non-Credit)

Prior learning credit is awarded for college-level learning acquired outside of a college setting. It must be documented by the student and evaluated by an AULA-approved faculty member in order to be credited to the BA degree. The three-hour prior learning workshop enables students to learn the philosophy, theory and process by which prior learning is awarded. Students write a sample proposal, explore methods of documentation, and learn specific criteria and rules necessary to successfully earn this form of credit. It is recommended that the prior learning workshop be taken no later than the student's second quarter of attendance at AULA and, for students who have reduced residency, in their first quarter. Students may not propose or document prior learning without having first taken this workshop. This workshop can be taken more than once. No grade equivalents allowed.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

ORN-1510: Independent Study: Orientation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PHI (Philosophy)

PHI-2510: Independent Study: Philosophy

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PHI-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PHI-4140: Foucault: Discourse and Discipline

Foucault's work on history and social philosophy has shaped the development of various fields from literary theory, to criminology, to psychology and gender studies. This course grounds students in Foucauldian theories and concepts, considers various ways they've been applied, and also weighs the more substantial criticisms of his work. To have a good understanding of Foucault is to have a good grasp on many of the significant movements - in philosophy, social science, and political activism - of the current moment.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PHI-4760: Ecological Existentialism

This course, while philosophical in orientation, provides an interdisciplinary reflection on the existential question of how to live endings (personal, collective, ecological), here and now, today. To do this we will draw from innovative work being done in a variety of disciplines: philosophy, psychology, history, literature, art, thanatology, and anthropology

among them. At the heart of the course is the constructive work of collecting, creating, and weaving together new conceptual language, new metaphors, new paradigms, to support and inspire us in the living of endings. The course undertakes this task by putting at least two scales of inquiry in creative tension with one another.: setting the personal, biographical, existential arc of a life in conversation with the global, historical, political implications of the ongoing ecological crisis. Students should complete the course with an informed, applied, interdisciplinary understanding of living endings.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PHI-4900A: Freedom and Responsibility the Philosophy of Existentialism

In this one-day workshop students have an opportunity to map out the philosophical territory of Existentialism: becoming familiar with principal contributors to the movement - Camus, Sartre, Kierkegaard, Nietzsche, De Beauvoir, and Heidegger - charting parallels in their thought, and giving special attention to differences. In addition, students ponder two of the key ideas in Existentialism - the freedom and responsibility of the individual. No grade equivalents allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PHIL-4120: Environmental Ethics

Students are introduced to how philosophical assumptions and worldviews permeate our orientations to the natural world. We also examine our duties to preserve natural resources, conserve biodiversity, and expand our conceptions of rights to include those of future generations, other species, and

terrestrial and aquatic habitats.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

PHL-3670: Ethical Issues in Contemporary Soc

This course provides an in-depth examination of selected ethical issues, appropriate for students in all areas of concentration. Students acquire an understanding of key concepts, theories and topics central to the area of philosophy known as Ethics. Students explore both their own views and those of prominent thinkers on questions such as the nature of morality.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PHL-3690: Ethics & Legal Issues in Human Services

This course will give students an ethical decision-making model to apply to professional situations. We will discuss the American Counseling Association Code of Ethics and Standards of Practice as a reference to ethical behavior in work situations in which professionals encounter. Through class discussions of possible scenarios and situations, students will also have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics such as gift giving, boundaries, dual relationships, and diversity issues. The course will also cover general ethical/legal principles that counseling professionals encounter, such as confidentiality issues, privileged communication, and issues of abuse and neglect.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PHL-3941: Special Topics in Philosophy

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PHL-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

PLA (Prior Learning Assessment)

PLA-1000.AC: Prior Learning Assessment Theory & Practice

Introduces the theory and practices of identifying, evaluating, and documenting knowledge, skills, and dispositions that individuals acquired outside the traditional classroom environment, with the goal of establishing college-level equivalency for this learning. The course also guides students through the preparation and compilation of all components required for the evaluation of a prior learning portfolio for consideration of undergraduate credit.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

PLA-1000.SB: Prior Learning Assessment Theory and Practice

Introduces the theory and practices of identifying, evaluating, and documenting knowledge, skills, and dispositions that individuals acquired outside the traditional classroom environment, with the goal of establishing college-level equivalency for this

learning. The course also guides students through the preparation and compilation of all components required for the evaluation of a prior learning portfolio for consideration of undergraduate credit.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

PLS (Political Systems)

PLS-4250: Energy & US Environmental Policy

This course will examine the history of environmental policies, regulations and regulatory bodies in the United States. It will focus on the relationship between environmental decision-making, risk-assessment, and natural resource policy in relation to energy use, development and security.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

POL (Political Science)

POL-3310: The Rise of the Black Power Movement and The Black Panther Party

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

POL-3320: The Immigration Debate in Historical Perspective

The United States had an essentially open border at the turn of the twentieth century, so why has increased border control become one of the top concerns of many Americans at the start of the twenty-first? The current, often volatile and certainly

emotional debates about immigration raise questions about not only the reform of immigration policy, but also the meanings of American citizenship and the futures of the nation. This course will analyze the contemporary immigration controversies through a close examination of their historical roots. Course topics will include the history of immigration policy in the United States; analysis of the relationships between the cultural, political, and economic dimensions of immigration, past and present; engagement with contemporary community groups that take different perspectives on immigration; analysis of the current proposals for immigration reform by the House of Representatives, U.S. Senate, and individual political representatives; and critical comparisons with immigration policies used by other countries.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

POL-3470: Public Policy

This course examines the dynamics of public policy formation. Through reading case studies, interviewing public officials and private sector representatives and observing community groups and government agencies in action, students learn to analyze local issues. Students gain an understanding of the political process on state and federal levels as well as the local arena. Areas of analysis may include: local and/or national policies on business, labor, human services, energy and environment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

POL-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

POL-3640: The Climate Crisis Root Causes and Remedies

Climate Disruption and, more fundamentally, the collapse of biological and cultural diversity caused by a very particular set of social, economic and political realities may represent a serious existential threat to humanity. This course draws on climate science, new ecological knowledge, traditional ecological knowledge, political-economy and systems thinking to understand the scale, pace and implications of the climate crisis; its root causes; and the advocacy, organizing and activism that is grappling with how we navigate it.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

POL-3800: Election 2020

The 2020 Election promises to be among the most consequential elections in recent US history. This course follows select political campaigns in real time from the month before election, Election Day, and its aftermath. Along the way, students learn about US political history, the mechanics of electoral politics, effective political communication strategies, and real-time grassroots organizing techniques.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

POL-3920: Engaged Citizenship

This course is a combination of readings on the U.S. Constitution, government advocacy and a practical exercise in developing the knowledge of government at all levels and the skills necessary to influence it. Particular emphasis is placed on judicial constitutional applications and the actual participation in the governing process by advocacy of a specific issue in a governmental or community forum.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

POL-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

POL-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

POL-4530: Internship: Political Science

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

PRO (Professional Development)

PRO-4970: Senior Project

In this seminar, each student develops and carries out a project relevant to professional goals. The project generally involves background study or research, planning, implementation, evaluation, and preparation of a written report.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Prerequisites: INTD-3350.AC: Culture, Conflict & Soc Rsrch

Faculty Consent Required: Y

PROJ (Project/Thesis Completion)

PROJ-6000: Thesis Completion Status

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Thesis / Dissertation

PSC (Psychology Grad SB)

PSC-PCE: Professional Competence Exam

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5011: Theories of Psychotherapy in Context

In this course, students critically examine the most influential theories of counseling and psychotherapy by exploring the social, cultural and historical contexts that produced them. Theories are considered in terms of their evidence base and relevance in the contemporary social context. The course compares and contrasts theories in terms of key theoretical concepts such as personality development, health and illness, and therapeutic techniques. Students begin the process of developing their philosophy of treatment and therapeutic orientation.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5031: Research Methods

This course examines different approaches to the generation and evaluation of psychological theory and data. Strengths, weaknesses, and ethical practice of quantitative and qualitative methods are examined with attention to the descriptive and inferential statistical methods used in hypothesis testing and psychological assessment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5032: Evaluation and Outcome Research

This course builds on PSC5031 to develop students' understanding of recent developments in measurement and evaluation and examines the role of evaluation in the development of programs and services. Students will learn about approaches to outcome based evaluation and gain skills in identifying appropriate data collection and analysis methods for research, needs assessment and program evaluation.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5040: Human Development and Diversity

This course will provide an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes which are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5041: Human Life-Span Development: The Older Adult

This course meets the ten-hour BBS requirement for the study of the biological, psychological and social aspects of aging from an holistic perspective.

Students will learn to identify red flags, assess common disorders such as depression and dementia, as well as incorporate positive components that contribute to healthy aging. Students will learn how to consider and implement treatment options for elderly clients and their families, as well as working with community supports and making community referrals.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5050: Clinical Skills in a Multicultural Context

This experiential course builds on the student's developing multicultural awareness and clinical skill repertoire. Students are introduced to culturally responsive assessment practices and work to develop case conceptualization and treatment planning skills that integrate knowledge about cultural influences and identities as well as the concepts of oppression, power, poverty, and acculturation into their clinical practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5051: Multicultural Awareness Self, Culture & Context

Professionals in a multicultural society must be aware of psychological, social, economic and political issues associated with culture, race, class, ethnicity, age and gender. This course examines the experience of cultural difference, with particular emphasis on power, oppression and marginalization. The course promotes self-awareness and cross-cultural exploration of cultural heritage as well as student's attitudes and biases.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5061: Psychopathology Personal Suffering & the Politics of Deviance

In this course students develop basic competency in formulating a psychological diagnosis using the most up-to-date DSM criteria. Using knowledge of the etiology and diagnostic criteria of psychological disorders, participants will learn to view symptoms of psychopathology from a biopsychosocial framework in order to assess, diagnose, and plan treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5070: Clinical Skills with Families & Couples

This experiential course focuses on the application of systems theory to psychotherapy with couples and families. Students learn assessment and intervention techniques that consider the context of the client and are aimed at changing the interactions between individuals as well as at the level of the system.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5071: Theories of Family Systems

This course examines the major concepts and theories of the family systems movement in psychotherapy. By exploring the history, premises, cultural influences and approaches of family therapy practice, students learn to conceptualize individuals, couples, and families from a systemic point of view.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5072: Advanced Family Therapy Special Populations

This course is designed to teach students in-depth skills in working with a specific population. Students will learn about the characteristic psychological and social issues associated with a specific client population or disorder and the most promising mental health treatments.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5073: Advanced Family Therapy Evidence-Based Practice

This course is designed to teach students in-depth skills of an evidence-based treatment approach. Through a focused study of an evidence-based therapy students learn to use the theory to conceptualize a case, plan treatment, and apply the associated techniques.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context

This survey course covers the major psychological assessment instruments used with normal and pathological populations. Evaluating the psychometric properties of tests and their use in planning treatment are addressed. Students will learn to administer level B instruments and to interpret them within the cultural, developmental and systemic context of the individual.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5081: Social and Cultural Factors of Assessment and Evaluation

This course builds on PSC5080 in examining the theoretical basis for social, psychological, and cultural assessment and evaluation of individuals and groups. Students will learn to use the major psychological assessments within a range of diagnostic presentations and apply the assessments within a social and cultural context including attention to ethical considerations in selecting, administering and interpreting assessment instruments.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5110: Latinx Mental Health

This course focuses on the understanding of the mental health and psychosocial development of adults, families and children within the Latinx context. The course addresses multicultural issues such as Latinx subgroup differences, immigration, acculturation, family values, gender socialization, and language, and how these variables relate to providing culturally responsive therapy.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5121: Clinical Skills I Psychotherapeutic Relationship in the Latinx Context

In this experiential course, students work on the development of basic counseling skills and the building of a therapeutic relationship that is accomplished within and with reference to the Latinx cultural context and healing practices.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5150: Interventions with Latinx Couples & Families

This experiential course focuses on the applications of systems theories to Latinx families and couples. Students will learn assessment and intervention techniques with attention to the systemic context of the client with the aim of changing family interaction patterns.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5160: Process of Bilingual Group Psychotherapy

This course serves as an introduction to the theories and concepts of bilingual group psychotherapy including group development, membership, and dynamic processes. Students will learn about the curative power of group therapy, leadership skills and treatment strategies and how cultural factors affect group behavior. All students participate in the classroom process group under the supervision of the instructor and an opportunity is provided to practice group facilitation skills in Spanish.

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5170: Clinical Skills II Psychotherapy Process with Latinx Clients

This course focuses on developing fluency and clinical competency in psychotherapy with the Latinx client. Skills are developed for differentiating between content and process and for working with client affect, resistance and defense, transference and counter transference as these processes relate to the Spanish speaking client.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5200: The Process of Group Psychotherapy

This course serves as an introduction to theories and concepts of group psychotherapy including stages of group development, membership, and systemic behavior. Students will learn the curative power of group therapy, leadership skills and treatment strategies. All students participate in the classroom process group under the leadership of the instructor and an opportunity is provided to practice group facilitation skills.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom

PSC-5201: Clinical Skills I the Psychotherapeutic Relationship

This course provides an introduction to basic psychotherapeutic concepts and skills, with particular attention to the nature of the relationship between psychotherapist and client. Students learn

fundamental clinical skills aimed at establishing core therapeutic conditions, building a therapeutic alliance, and an identifying a treatment focus in the initial phase of psychotherapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5202: Clinical Skills II The Psycho-Therapeutic Process

In this course, students learn to attend to process variables in psychotherapy and gain practice experience in applied psychotherapy techniques. Skills are developed for differentiating between content and process, and for working with client affect, resistance and defense, transference and counter transference.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Prerequisites: PSC-5201: Clinical Skills I

PSC-5220: Group Theory

This course serves as an introduction to the theories and concepts of group psychotherapy including various kinds of groups, stages of group development, membership, and dynamic processes. Students will develop a foundation in formulating and creating groups for specific populations and gain basic skills in group facilitation.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5240: Contemporary Theories of Psychotherapy

This course expands upon the material in PSC501A by reviewing contemporary theories and practices

that have shown to be effective. The underlying theoretical framework, key theoretical concepts and techniques, and the applications of the approach are emphasized.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5250: Career Theory & Practice in the System

This course will provide both the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for clients both individually and in groups. The course will address career/lifestyle development of diverse populations. Students will learn to assess and attend to the unique career development needs of individuals within particular socio-economic and cultural groups in context from a systemic perspective. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take appropriate actions in their career/life development.

Min. Credits: 3.0 **Max Credits:** 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

PSC-5251: Career Theories & Practice

This course acts as a companion course to Career Theory and Practice In The System. It provides students with the practical experience necessary to understand and foster career/lifestyle development for diverse populations. This course teaches a range of skills to assist clients facing work and education related issues from a multi-cultural perspective. In addition, the course will address the role of career planning within the counseling domain by discussing subjects such as job searches, resume building, and

interview preparation. Major course topics will include the delivery of culturally sensitive career counseling, the complex relationship between professional life and personal life, and career assessments. Students will learn to utilize knowledge gleaned within each of these realms to administer thoughtful, ethical, and competent career counseling.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5300: Psychotherapy with Children & Adolescents

This course focuses on the assessment, diagnosis and treatment of children and adolescents. Students learn to assess and integrate the child or adolescent's developmental, social, cultural, educational, and familial context in the formulation of a clinical case conceptualization and treatment plan.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5311: Intimate Relationships Psychotherapeutic Approaches

In this course, students examine relationships of intimacy, including same-sex and opposite-sex partnering, and marriage. Systemic theories and processes for facilitating change in intimate relationships will be explored, including communications theory, cognitive-behavioral theory, psychodynamic theory, and research-based methods.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5320: Trauma Counseling

This course examines the cognitive, behavioral and neurological effects associated with traumatic situations and experiences. Assessment strategies and intervention principles for individuals with trauma related mental or emotional disorders are addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5321: Crisis, Disaster, and Emergency Response

This course examines the role of the mental health professional in natural disasters and community emergencies. Application of crisis theory and multidisciplinary responses ranging from short-term crisis intervention to long-term approaches designed to prevent the development of mental health problems and trauma responses are emphasized.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5372: Human Sexuality and Counseling

In this course students examine biological, psychological, psychosocial, and cultural aspects of sexuality in order to gain an appreciation for the diversity of human sexual response. The course also covers psychosexual disorders and their treatment. Students will have the opportunity to explore their values regarding sexual behavior as they relate to their work as therapists.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5382: Professional Ethics & the Law Applications

This course addresses the most up-to-date statutes, regulations and ethical standards governing the practice of marriage and family therapy in California. Students will become familiar with the therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy as well as current legal patterns and trends in the mental health professions. Emphasis is placed on the application of legal and ethical standards to cases, and upon learning a structured approach to ethical decision making in clinical practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5386: Practicum: Professional Orientation

In this course students are oriented towards beginning practice in their traineeships as licensed professionals. The policies and procedures of the Board of Behavioral Sciences (BBS) including knowledge of the required paperwork and regulations involving training that meets BBS standards are covered. Students will gain an overview of the licensure process and their responsibilities and limitations at the Trainee level. Professional persona is addressed and a vocational component helps prepare students to apply for and interview with training sites.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5451: Substance Related Disorders & Other Addictive Behaviors

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5460: Psychopharmacology for Therapists

This course covers fundamentals of psychopharmacology needed to inform practitioners when referring clients for psychotropic medication consultations and in working collaboratively with psychiatrists. Students will learn the various classifications of psychotropic medications, their indications, contraindications and efficacies. Attention will be given to the diagnostic criteria for major DSM disorders that are treatable with medication, including a list of these medications, their therapeutic dosage ranges, side effects, and drug interactions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5461: Psychopharmacology for Therapists

This course builds on PSC5460 to cover biological basis of behavior, basic classifications and indications for use. Particular attention is paid to the contraindication of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Students will gain skills such as comprehensive psycho-social assessment that includes medication assessment from a holistic perspective that considers the integrated health and wellness of clientele from diverse populations.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5502: Domestic Violence Spousal, Elder and Child Abuse

This course will provide students with foundational learning in clinical skills and ethical competence in domestic violence inclusive of spousal, elder and child abuse. Students will learn to recognize and assess spousal, elder, and child abuse, to recognize risk factors and family dynamics, intervene from a variety of approaches and understand the psychological and traumatic consequences of abuse. Students will also gain knowledge in professional responsibility regarding mandated reporting laws and utilization of community resources for intervention and prevention.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5510: Community Mental Health

This course examines the theories, history, research, and practice of community mental health as a foundation for effective community-based treatments for people with serious mental illness. The biopsychosocial factors that support this population's ability to live as symptom free as possible, with the highest quality of life in the least restrictive environment will be examined. Additionally, evidence-based methods and promising practices of rehabilitation, recovery, and empowerment for currently served and underserved people with serious mental illness will be explored.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5551: Dual Diagnosis Substance Abuse & Co-Occurring Disorders

This course examines the evaluation and treatment and substance related disorders. Topics include diagnosing common co-occurring disorders, risk

factors for development, and the interrelationship of these disorders. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT), and other specific approaches targeted to this population such as Dialectical Behavioral Therapy. Referral resources for these disorders will also be identified and investigated.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5600: Healthy Development Throughout the Aging Process

Individual and family lifecycle development perspectives are used to understand the psychological, social and biological changes that are associated with aging with an emphasis on factors related to positive adjustment. Students will examine later life transitions in work, social roles and health as well as how aging processes vary by gender, race and ethnicity.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5610: Social, Cultural, & Systemic Aspects Aging

This course provides a broad perspective on the social effects of our increasing population of older adults. Social attitudes, cultural values and changes in society and the family are examined as they relate to resiliency in later life. Specific issues such as the economic effects on the family, living arrangements, multi-generation relationships, and the utilization of social service programs are examined in diverse families and communities.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5620: Clinical Skills with Older Adults

Drawing from clinical approaches used with all populations, this course will teach skills specifically applicable for working with older adults and their families. Interventions are informed by the clinician's knowledge of and sensitivity to the unique and profound changes experienced by individuals during the natural progression of this phase, who also encounter discrimination and marginalization. Intervention with a unique lens to the aging population will include topics of loss including; roles, financial resources, support networks, partners, friends, cognition, health, overall sense of well-being. Challenges and corresponding interventions which relate to the whole person including; mind, body and spirit, physical changes, interpersonal relationships and sexuality will be addressed. The course will also look at the impact on the family system including; care giving, and transition to alternative living arrangements. Clinical approaches will be presented which support resilience and the positive reframing of the experience for aging populations and their families and which facilitate the incorporation of tools for joyful living in the face of loss and change.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5631: Loss & Bereavement Through the Lifecycle

This course addresses issues related to losses of all kinds through the lifecycle with a particular focus on physical and cognitive functions, dying, and death and other losses that naturally accompany the aging process and within diverse populations. Theories of bereavement and loss, caregiver stress, and cultural differences are applied to clinical issues of grief and mourning and caregiver coping and burnout within the family and systemic context.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-5700: Introduction to Theories and Techniques of Somatic Psychotherapy

In this course, students will critically examine seminal historical theories of the body and mind interconnection in psychotherapy with reference to current theoretical models and techniques and with a focus on developmental trauma. These theories will include psychodynamic, attachment, affect regulation and interpersonal neurobiology. Techniques will include Somatic Experiencing, Hakomi, Sensorimotor Psychotherapy, Expressive Arts (movement, music, theatre, visual arts, and poetry), Mindfulness, Yoga, and Psych-K. The course will provide a basis for an interdisciplinary, holistic perspective that will inform the development of treatment planning skills and therapeutic orientation with individuals, groups, children, and adolescents.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5702: Somatic Approaches to Trauma and PTSD

This course will address recent advances in understanding the effects of trauma on the brain, mind, and body in general and with regard to different types of trauma including complex traumas, attachment trauma and PTSD. Building upon traditional psychotherapeutic techniques and principles, students will learn approaches viewing the body as central in the therapeutic field of awareness, including observational skills, theories, and interventions not usually practiced in psychodynamic psychotherapy. Students will develop a theoretical understanding as well as practical application of treatment modalities and methods with clients demonstrating various forms of abuse and trauma. Students will learn basic theory, skills and practices of Hakomi, mindfulness based somatic psychotherapy and Sensorimotor Psychotherapy for

the treatment of trauma. Theoretical principles and treatment approaches from both the mental health and body psychotherapy traditions are integrated in these approaches. Major current theorists and practitioners in the field will be studied.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5703: Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy

This experiential course is grounded in somatic therapies' principles and practices, and will provide the student experience in integrating these practices with verbal psychotherapy. This course will draw from the field of expressive arts therapies, from mindfulness practices and from somatic psychotherapy practices. This course includes: the use of movement, music, art and journaling in therapy, with a focus on present-moment and body-centered experience; directed mindfulness; and experience with Sensorimotor Psychotherapy, Somatic Experiencing, Hakomi, and Dance/Movement Therapy. The course will be experiential and will focus on practical application, as the student learns to integrate somatic tools in the here-and now context of therapy, and engage client collaboration with somatic and expressive intervention. The course builds upon, and expands, the student's previous clinical training, and the theoretical information offered in additional somatic courses.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5704: Practicum - Somatic Psychotherapy Consultation

This Practicum course focuses specifically upon group and dyadic work with specific current cases with presentations, discussions and explorations

relating to the application of the theories and techniques learned in the program. This will synthesize all aspects of somatic psychotherapy with assessment, treatment plans, differential diagnosis, course of treatment, choice of modalities, working with multiple diagnoses, cultural sensitivity, transference and countertransference, clinical intuition and the art and science of psychotherapy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

PSC-5706: Practicum - Somatic Psychotherapy Consultation the Art and Science of Sensory Awareness Within the Environment

This practicum course focuses upon group and dyadic work with specific current cases through presentations, discussions and explorations relating to the application of the theories and techniques learned in the program. Key aspects of somatic psychotherapy are integrated in consideration of assessment, treatment plans, differential diagnosis, course of treatment, choice of modalities, working with multiple diagnoses, cultural sensitivity, transference and countertransference, clinical intuition and the art of psychotherapy based on science and technique. Blending psychology and environmental studies, while building on the centrality of body awareness in all contexts, the field study experience invites students to heighten sensory awareness in application to vignettes and case examples inclusive or place, space and connectedness to the environment and all sentient beings. meditation, breath-work, and mindfulness practices within the context of group exploration of geography, topography, wildlife, and culture will deepen attunement to self and other as integrate with foundational knowledge and skills for somatically grounded therapeutic practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

PSC-6010: Psychotherapy Theories

In this course, students learn the concepts and techniques used in traditional theories of psychotherapy and examine the social, cultural and historical contexts that produced them. Theories are read in their original sources and the emphasis is on a critical examination of their relevance to practice with contemporary populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6020: Academic Writing

The purpose of this course is to develop skills in academic writing, critical analysis and professional literature review. Students learn how to search psychology literature, write using APA style, and acquire other skills needed to produce graduate level papers.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6030: Research Methods

This course examines different approaches to the generation and evaluation of psychological theory and data. The strengths and weaknesses and ethical practice of quantitative and qualitative methods are examined with attention to the descriptive and inferential statistical methods used in hypothesis testing and psychological assessment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6060: Psychopathology

This course provides a survey of the major theories, categories and treatment of psychopathology including psychopharmacological approaches. Students develop their diagnostic skills and a mastery of the categories and concepts of the Diagnostic and Statistical Manual (DSM V).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6071: Family Systems

This course examines the major concepts of family systems theories and helps students conceptualize systemically. The history, premises, cultural influences and approaches of family therapy are explored. The application of systems theory with couples and families is also considered.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6081: Psychological Measurement

This course provides an overview of psychometric theory and its application to assessment instruments. Students will learn how tests are developed and how normative data is provided, including learning information about reliability and validity and the development of standard scores. In addition to understanding test construction, students will be introduced to the various test families and will learn how to select and critique assessment instruments.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6090: Lifespan Development I Child & Adolescent

This course examines the process of human growth and development throughout the life span. Development is examined from the perspectives of psychodynamic, cognitive, and social psychological theories with an emphasis on applying developmental concepts to clinical cases.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6110: Independent Study

Min. Credits: 0.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

PSC-6120: Social Justice & Cultural Competency I

This experiential course fosters multicultural awareness, teaches students about the impact of multiple cultural influences and identities on clinical issues, and introduces students to culturally responsive assessment practices and clinical skills.

Cultural influences and identities include: age, disability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national identity and gender.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6130: Group Process & Therapy

Students are introduced to the concepts and theories of group process, group membership and behavior. All students participate in the classroom group process under the leadership of the instructor, where

opportunity is provided for learning group facilitation skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6204: Professional Seminar IA Psychotherapy Skills

This course provides an introduction to basic psychotherapeutic concepts and skills, with particular attention to the nature of the relationship between psychotherapist and client. Students practice fundamental psychotherapy skills in the roles of therapist, client and observer. Students also learn to attend to process variables in psychotherapy, to differentiate between content and process, and to work with client affect, resistance and defense, transference and counter transference. Basic ethical and legal standards are explored.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6205: Professional Seminar IB Foundations of Clinical Practice

In this preparatory class for supervised experience, students view a series of psychotherapy sessions during the first hour of class (video, role play, or live client). The remaining class time is devoted to a discussion of the case and the interventions implemented by the therapist/instructor. Through their participation, students demonstrate their readiness to engage with clients in agency settings. Ethical and legal issues are reviewed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6221: Professional Seminar II Case Conceptualization and Treatment Planning

In the class, students integrate the theoretical knowledge and clinical skills that they have been developing into case conceptualization and treatment planning skills. Learning objectives include formulating a theoretical conceptualization that also addresses developmental, multicultural and systemic factors. Students also learn to formulate short and long term therapy goals appropriate to the various phases of psychotherapy. Use of the clinical supervision and the development of a professional identity are also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6500: Practicum

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-6511: Practicum I Clinical Evaluation & Crisis Intervention

This practicum course is focused on the skills needed in the early stages of treatment including establishment of the therapeutic relationship, identification of critical issues and factors related to healthy functioning. Students learn to conduct a comprehensive interview to obtain an assessment of the case with a family, social, economic, and medical context, as well as the standard for documentation of the evaluation. The course also addresses the identification of psychosocial stressors, emergent issues, and crisis situations in order to target them for immediate intervention and establishing treatment goals.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6512: Practicum I Professional Orientation for LPCC

This practicum course builds upon the skills acquired in Practicum I- clinical evaluation, diagnostic assessment, and crisis intervention. Students will integrate diagnostic skill and application of specific theories including evidence-based treatments to formulate treatment planning and clinical interventions. Students will learn to apply a systemic perspective that considers collaborative treatment services and social, community, family, and cultural systems. The effect of trauma as well as psychological health, resiliency and wellness are considered. Students will learn fundamentals of establishing the therapeutic relationship and beginning stages of therapeutic processes including use of self and therapist self-care concerns.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Program Approval Required: Y

PSC-6513: Practicum III: Case Conceptualization

This course builds upon the skills acquired in Practicum II- treatment planning and clinical interventions- with a focus on therapeutic process and role of the therapist within a systemic context. Students will develop case conceptualization skills, formulating theoretical orientation integrated with knowledge of clinical evaluation, diagnostic assessment, clinical interventions, and treatment planning to provide a comprehensive case conceptualization demonstrated through case presentation. Boundary issues, confidentiality issues, therapist use of self and, therapeutic relationship are examined within a multicultural perspective, inclusive of social justice issues. The process of clinical training and the supervisory relationship within various contexts are examined.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6514: Practicum IV: Integrating Clinical Skills

This course is the capstone course of the program and covers the integration of theory and professional practice. The theoretical foundations of clinical psychology are reviewed and used as a basis for clinical cases conceptualization. Students learn to plan interventions over the course of stages of psychotherapy, to write case conceptualization reports, and to document short and long term treatment plans.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6521: Practicum I Clinical Evaluation and Crisis Intervention with Latinx Clients

This practicum course is a blend of theory, skills, and consultation focusing on students' initial experiences in a clinical traineeship. Students learn the basics of working with non-profits and other agencies. Early stages of treatment are examined including establishment of the therapeutic relationship, identification of critical issues and factors related to healthy functioning. Students learn to conduct a comprehensive interview to obtain an assessment of cases within a family, social, economic, and medical context, and standards of documentation. The course also addresses the identification of psychosocial stressors, emergent issues, and crisis situations in order to target them for immediate intervention and establishing treatment goals. Attention is given to prevention and intervention within the context of working with Latinx families and within the context of the Latinx community.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6522: Practicum II Treatment Planning and Clinical Intervention with Latinx Clients

This practicum course builds upon the skills acquired in Practicum I: Clinical Evaluation and Crisis Intervention. Students will integrate diagnostic skill and application of specific theories including evidence-based treatments to formulate treatment planning and clinical interventions. Students will learn to apply a systemic perspective that considers collaborative treatment services and social, community, family, and cultural systems. The effect of trauma as well as psychological health, resiliency and wellness are considered. Students will learn fundamentals of establishing the therapeutic relationship and beginning stages of therapeutic processes including use of self and therapist self-care concerns.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6523: Practicum III Case Conceptualization with Latinx Clients

This practicum course focuses on providing individual and family interventions, including the use of evidence-based treatments and the effects of trauma. The discussion focuses on interventions with Latinx clients within a systemic context. The course addresses social, community, family, and cultural systems (including uses and abuses of technology), and points of intervention as they interface with psychological health, resiliency and wellness. Boundary issues, confidentiality issues, therapist use of self, and the therapeutic relationship are examined.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6524: Practicum IV Integrating Clinical Skills with Latinx Clients

This course is the Capstone course of the program and covers the integration of theory and professional practice. The theoretical foundations of clinical psychology are reviewed and used as a basis for clinical cases conceptualization. Students learn to plan interventions over the course of stages of psychotherapy, to write case conceptualization reports, and to document short and long term plans.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-6530: Practicum / Special Project

This course allows students to develop a project that focuses on an area of special interest in the field of Psychology. The project can be a thesis, project, or supervised practicum relevant to the chosen area of specialization. The project is proposed by the student and approved by the Advisor assigned who oversees the project/practicum. Additional readings and learning resources are integrated and practiced throughout the project to strengthen application.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Online Meeting (synchronous)

PSC-6534: Practicum IV Integrating Clinical Skills with Older Adults & Their Families

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7010: The Roots of Modern Psychology

An overview of the philosophical and historical origins of the discipline of psychology and of the perspectives which have shaped contemporary psychology. The course includes the various schools of thought associated with the field of psychology and the impact of these schools on contemporary practice in psychology. Family psychology as a synthesis of empiricism, systems thinking and clinical psychotherapy

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7030: Social Systems

This course reviews systems principles which affect social behavior of individuals and groups. Traditional approaches to understanding social behavior, e.g., social influence, theory, attitude change, interpersonal attraction and small group interactions are also considered. Application is made of traditional social psychological principles to families and larger systems.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7050: Human Learning & Cognitive Processes

This course reviews theories of learning, memory and cognition and their application to psychotherapeutic change.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7060: Psychobiology & Psychopharmacology

This course provides an overview of the biological and neurological bases of human behavior. Central nervous system and organically-based dysfunctions and the implications for psychopharmacology are examined. The effects of trauma, head injury, and the neurological aspects of psychological disorders are discussed in a systemic context. The role of medication in the treatment of psychological disorders is considered.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7071: Research Methods in Clinical Psychology I

The course provides an overview of basic conceptual and methodological issues related to conducting research in clinical psychology. Quantitative approaches are emphasized. Introduction to SPSS is provided.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7072: Advanced Research Methods in Clinical Psychology II

The course continues the overview with more advanced conceptual and methodological issues related to conducting research in clinical psychology. Qualitative approaches are emphasized. Qualitative analytic strategies as well as the use of computer software for qualitative analysis are also reviewed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7080: Data Analysis Strategies in Clinical Psychology

This course focuses on data analysis strategies used in both quantitative and qualitative research. Traditional statistical approaches to research and the computer application of statistical software are considered. Qualitative analytic strategies as well as the use of computer software for qualitative analysis are also reviewed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7090: Affective Bases of Behavior

This course explores the development of affect, mood and emotion and their expression. The neuroscience aspects are emphasized.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7101: Family Systems II

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. It includes an overview of systems concepts and their application to psychotherapy. The functioning of the individual and the family within the larger context (eco-systemic) is inherent in the course approach. Examination is made of other psychological theories from a systemic perspective.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7111: Advanced Family Therapy

The course reviews current theories and methods of family intervention. The application of family systems models includes transgenerational approaches, systems structural models, experiential approaches, family behavioral and cognitive-behavioral approaches, brief and postmodern approaches. Students analyze case material and develop interventions based on these approaches.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7120: Couples Therapy

The literature on couples relationships and the application of couples' interventions is reviewed. Students examine relationships of intimacy in order to understand the characteristics and processes in functional and dysfunctional relationships as well as the extra relationship factors that influence them. Assessment, treatment planning and intervention skills from multiple theoretical perspectives will be covered through case studies, simulations and demonstrations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7130: Child & Adolescent Psychotherapy

This course covers the major intervention techniques for working with child and adolescent clients in the systemic context. Distinctions between normal and pathological behavior are drawn for the purposes of selecting appropriate treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7140: Family Violence

Violence in the family is considered from a number of theoretical and psychotherapeutic perspectives. Assessment and treatment issues related to child physical and sexual abuse, intimate partner abuse and elder abuse are the primary focus of the course with students learning through case material and simulations. Legal and ethical responsibilities are also reviewed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7150: Addictive Behaviors

The etiology and progression of addictive behaviors provide the core of this course. Assessment of and treatment models for addictive behaviors including substance abuse, eating disorders, sexual addictions and other high risk behaviors (e.g., gambling and spending addictions) are considered.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7160: Lifespan Development II: Adult

This course considers both individual theories of development throughout the lifespan and theories of the family life cycle and their interactions. Special attention is paid to issues of aging and long-term care.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7200: Cognitive Assessment

Taken in conjunction with PSC 720L, Cognitive Assessment Lab: This course covers the theory of test

construction and psychometrics as the first course in a series on assessment. The use of cognitive tests such as the Wechsler Intelligence Scales with children and adults for purposes of assessing intelligence, development, learning and emotional disorders. Cultural issues in testing are considered.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Corequisites: PSC-7201: Cognitive Assessment Lab

PSC-7201: Cognitive Assessment Lab

Taken in conjunction with PSC 720, Cognitive Assessment: Students practice the administration of cognitive tests in a laboratory setting and prepare test reports.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Lab

Corequisites: PSC-7200: Cognitive Assessment

PSC-7210: Psychodiagnostic Assessment

Taken in conjunction with PSC 721L, Psychodiagnostic Assessment Lab: This course focuses on objective measures of personality and psychopathology, such as the Millon, the MMPI and symptom inventories. Administration, scoring, interpretation and report writing are emphasized.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Corequisites: PSC-7211: Psychodiagnostic Assess Lab

PSC-7211: Psychodiagnostic Assessment Lab

Taken in conjunction with PSY 721 Psychodiagnostic Assessment: Students practice the administration of objective personality tests and

symptoms inventories and the production of test reports in a laboratory setting.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Lab

Corequisites: PSC-7210: Psychodiagnostic Assessment

PSC-7220: Projective Testing

Taken in conjunction with PSC 722L, Projective Testing Lab: This course focuses on projective tests such as the Rorschach and the TAT. Administration, scoring and interpretation are emphasized.

Min. Credits: 2.0

Location(s): Antioch Univ Santa Barbara

Corequisites: PSC 7221: Projective Testing Lab

PSC-7220: Projective Testing

Taken in conjunction with PSC 722L, Projective Testing Lab: This course focuses on projective tests such as the Rorschach and the TAT. Administration, scoring and interpretation are emphasized.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Corequisites: PSC-7221: Projective Testing Lab

PSC-7221: Projective Testing Lab

Taken in conjunction with PSC 722, Projective Testing: Students practice the administration of projective personality tests and the production of test reports in a laboratory setting.

Min. Credits: 1.0

Location(s): Antioch Univ Santa Barbara

Corequisites: PSC 7220: Projective Testing

PSC-7221: Projective Testing Lab

Taken in conjunction with PSC 722, Projective Testing: Students practice the administration of projective personality tests and the production of test reports in a laboratory setting.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Lab

Corequisites: PSC-7220: Projective Testing

PSC-7230: Neuropsychological Assessment

Taken in conjunction with PSC 723L, Neuropsychological Assessment Lab: This course focuses on screening and assessing for neurological impairment. Selection of appropriate neurological tests is included. The use of tests covered in other assessment courses in the series is also considered for neuropsychological purposes.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Corequisites: PSC-7231: Neuropsychological Assessment Lab

PSC-7231: Neuropsychological Assessment Lab

Taken in conjunction with PSC 723, Neuropsychological Assessment: Students practice the administration of neurological tests and the production of test reports in a laboratory setting.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Lab

Corequisites: PSC-7230: Neuropsychological Assessment

PSC-7300: Introduction to Family Forensic Psychology & Family Law

This course considers the role of the psychologist in applying a family systems perspective to assessment and intervention with individuals and families who interact with the legal system. Family forensics involves such areas as child custody, family violence, alternative families, elder law and family business. The course provides an overview of the field of family forensics, introduces students to the legal system and the the relevant laws impacting the area.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7310: Assessing Families & Children in the Legal Context

This course considers the specific assessment issues encountered in family forensic settings and introduces students to the special assessment tools available for children and families. Students are taught to present psychological data in a format meaningful to the court.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7320: Expert Testimony

This course provides skills for psychologists to feel comfortable participating in the legal system as an expert witness (in contrast to providing testimony as a treating psychologist). Awareness of the various legal documents encountered (e.g. subpoenas, depositions, pleadings etc.) is also included.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7330: Child Custody Evaluation

Critical issues related to the well-being of children in the context of custody and visitation disputes are covered in this course. The course will consider how to do interviews of adults and children involved in such disputes, (including collateral parties), the type of psychological testing necessary and the need for home visits. Collaboration of the psychologist with other forensic team members is emphasized.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7340: Mediation & Conflict Resolution

This course considers ethical, professional and legal issues in conducting mediation and using conflict resolution strategies. The application of unique family law issues to this area is examined. Also, students develop effective mediation and conflict resolution skills. Different models used in approaching mediation and conflict resolution and the different stages in these processes are included.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7400: Integrating Science & Practice

Today's psychologist must be well versed in the science behind psychology as well as in practice-related issues. This course examines the interface between the scientific data base of psychology and its application to clinical work. In particular, we will consider empirically supported treatments and the need to defend clinical interventions from a scientific perspective. Outcome research and its application to practice will also be reviewed. Students will apply multicultural and other forms of critique to these data.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7410: Cultural Issues in Multicultural Psychology

Continual demographic changes in client populations have made cultural competence an essential aspect of ethical psychotherapeutic practice. This course builds on students' basic ability to work with multicultural clientele and focuses on the integration of culture into clinical assessment, intervention, treatment planning, and evaluation. Students learn to integrate culture into traditional approaches to treatment and are introduced to culturally-specific models and techniques.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7420: Legal & Ethical Issues

This course reviews ethical guidelines and legal issues in professional psychology. Topics include confidentiality and privilege, family laws regarding divorce and child custody, relevant court decisions, involuntary hospitalization, suicide assessment, the APA Ethics Code and policies of the California Board of Psychology.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7430: Teaching Psychology

This course focuses on strategies for teaching psychology at the university level. Students will learn skills including preparing a course, delivering effective classroom presentation, designing student centered learning activities, fostering academic integrity, teaching with technology, and evaluation

and documentation of learning.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7442: Prof Sem IV: Adv Clin Skills

Electives are offered according to current student and faculty interest. Possible offerings include: focus on specific disorders (e.g., affective disorders, anxiety and stress disorders, eating disorders, personality disorders, etc.), on specific clinical problems (e.g., sexual dysfunction, impact of chronic illness on individual and family functioning, etc.), or on particular approaches to clinical intervention (e.g., consideration of certain theoretical orientations, such as postmodern approaches or techniques like psychodrama). Students enroll for a minimum of two of these electives.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7501: Professional Seminar III Case Conference

The case conference is the first course in the clinical sequence. Students view a psychotherapy session during the first hour of class. The remaining class time is devoted to a discussion of the case and the interventions implemented by the therapist/instructor.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7510: Practicum I

Students practice basic skills in assessment, interviewing, conducting mental status exams, and crisis management with culturally diverse clients in a clinical agency and receive consultation from the

practicum instructor and student peers in class. The role of the psychologist is distinguished from other mental health professionals.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7520: Practicum II

Students receive consultation from the practicum instructor and student peers while discussing legal, ethical and clinical issues which emerge in the course of their clinical field placement. Professional development is also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7530: Practicum III

Students receive consultation from the practicum instructor and student peers while discussing legal, ethical and clinical issues which emerge in the course of their field placement. Professional development is also addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7540: Practicum IV: Supervision & Consultation

Students receive consultation from the practicum instructor and student peers while discussing clinical issues based on their clinical field placement and related legal, ethical and professional issues. Models of supervision will be considered and students will discuss opportunities for consultation in outside agencies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7550: Practicum V: Integrating Family Forensic

Students receive consultation from the practicum instructor and student peers while discussing clinical issues based on their clinical field placement and related legal, ethical and professional issues. Issues of Family Forensics will be the primary focus of this practicum and students will be encouraged to obtain clinical training at sites that provide experience with family forensic clients. Special issues related to ethics, practice and supervision in the family forensic field will be highlighted.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7600: Clinical Dissertation Seminar I

Students enroll for dissertation credit while they work with their advisor and committee on the Clinical Dissertation. Development of a research proposal and completion of a literature review constitute the specific tasks which must be accomplished in order to receive credit for this course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7610: Clinical Dissertation II

Students enroll for dissertation credit while they work with their advisor and committee on the Clinical Dissertation. Data collection constitutes one of the specific tasks which must be accomplished in order to receive credit for this course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSC-7901: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7902: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites:

Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7903: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7904: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the

Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7905: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7906: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7907: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional

Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7908: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7909: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an

integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7910: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7911: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7912: Internship

A one-year predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g. MFT, LSCW, etc.). Prerequisites: Completion of all AUSB PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional

Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Min. Credits: 0.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

PSC-7980: Independent Study

Min. Credits: 0.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Thesis / Dissertation

PSY (Psychology)

PSY-3010A: Addiction & Human Development

This course provides an overview of the theories of human development and a critical analysis of the disruptive impact of addiction on the natural developmental process. Areas of study will include, developmental deficits, developmental arrest in recovering clients, delayed reactions to childhood trauma, the stages of recovery, a developmental model of recovery and the dominant discourses that influence human development. This course will also investigate the prevention and intervention techniques used to minimize the impact of addiction on human development. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3020: Mindfulness

This course will explore both the classical roots of mindfulness practice and the modern scientific studies on mindfulness. Mindfulness practice is designed to help people develop inner calm, focus, insight and compassion. Scientific studies show its effectiveness in reducing stress-related mental and physical illness as well as promoting improved attention and well-being. Students will develop a mindfulness practice that fits their individual styles for learning as well as methods for integrating the practice into their relationships, professions, community service and personal lives.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

PSY-3021: Mindfulness

This course will explore both the classical roots of mindfulness practice and the modern scientific studies on mindfulness. Mindfulness practice is designed to help people develop inner calm, focus, insight and compassion. Scientific studies show its effectiveness in reducing stress-related mental and physical illness as well as promoting improved attention and well-being. Students will develop a mindfulness practice that fits their individual styles for learning as well as methods for integrating the practice into their relationships, professions, community service and personal lives.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous), Online Meeting (synchronous)

PSY-3031: Origins of Psychodynamic Theory

This two-unit workshop is designed to expose students to the psychological tenets of the origins of

psychodynamic theory, with a primary focus on the work of Sigmund Freud, Carl Jung and Alfred Adler. Through lecture, hands-on activities, documentary film and assigned readings, this one-day workshop will equip students with the tools to identify, articulate and analyze the theories, concepts and interventions that have laid the foundational framework for practices within the field of clinical psychology. Additionally, the historical context behind the creation of these theories and the sociopolitical ramifications resulting from the practice of these modalities will be explored, providing an educational context for each orientation's theory of change, view of the self, and role of the therapist.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

PSY-3080A: Existential Psychology Roots, Theory, and Practice

This course will explore the major themes of Existential Psychotherapy from the perspectives of psychology, philosophy, film, the expressive arts and literature. The Existential movement will be studied within a broader framework from positivism to postmodernism. Students will be introduced to the contributions of Irvin Yalom, Viktor Frankl and James Bugental, as well as a range of clinical practices. Emphasis will be placed on the themes of authenticity, meaning, freedom, responsibility, agency and choice. The class format will include experiential exercises, discussions and films that trace existential concepts within society and everyday experience.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3090: Abnormal Psychology

In this course, a critical perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3100: Global Perspectives on Stress

This course covers different ways cultures manifest and manage stress around the world. Different sources of stress, from the physical to the emotional, will be explored as well as the physiology of stress. Students will compare global perspectives on stress and methods of self-care. Included in this class is information about how to maintain your own health, recognize the symptoms of burnout, and manage the various manifestations of stress in your life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3110: Contemporary Modes of Counseling

This course offers a collaborative, interactive introduction to six major contemporary models of psychotherapy: Existential, Humanistic, Cognitive, Gestalt, Narrative, and Solution-Focused therapies. Students will explore these models through reading, discussion, class exercises, instructor role-play, and DVD presentations. The course also guides students in looking critically at the material presented through the lens of cultural sensitivity and issues of social justice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch

Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

PSY-3110B: Art Therapy in Practice

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3120: Addiction Prevention Programming

With opioid addiction and heroin overdose at an all-time high, the United States government has shifted its focus from the traditional post-abuse rehabilitation models to prevention programming. The ability to develop targeted and effective anti-addiction psycho-education programming is now a required skill set for employment in the behavioral health treatment field, especially as federal funding for abstinence-based drug education has more than quadrupled in recent years. This course explores historic attempts at drug abstinence education with a focus on the DARE model and similar youth prevention programming. Additionally, students examine the theoretical tenets of community resourcing and empowerment using strength-based and applied community psychology lenses. Finally, the course asks students to analyze the achievements and shortcomings of past prevention programming and to co-create informed therapeutic outreach projects for potential use out in the recovery field.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3140A: Addiction & Marginalized Populations

This course identifies special problems, issues, and concerns for individuals challenged by addiction within specific population groups. The course offers

an overview of the historical issues involved in the intercultural socialization process. This course focuses on the social-psychological dynamics of diverse and marginalized population groups that are challenged by addiction (such as individuals that are disabled, individuals diagnosed with HIV/AIDS, women, the LGBT community, criminal offenders and adolescents). Ethnic and cultural differences will be emphasized to provide students the skills needed to communicate effectively with diverse populations. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3170A: Counseling Addiction & Co-Occurring Disorders

This course will delve deeply into the intricacies of counseling clients with addiction and co-occurring disorders paying special attention to how this population is marginalized and the dominant discourses that influence the standard of care. Co-occurring disorders refers to co-occurring substance use (abuse or dependence) and mental disorders. Course contents include: cultural and contextual factors of the co-occurring population, evolution of the co-occurring disorders (COD) field, the guiding principles in treating clients with COD and strategies, key techniques and treatment planning for working with clients who have COD. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction

Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3190: Ethics in Counseling and Psychotherapy

This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3200: Counseling Theory & Technique

An introduction to basic counseling skills and concepts including active listening skills, communication and feedback. This course will also include an exploration of counseling within the cultural and social milieu. Emphasis will be placed on skill development through dyad work.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3230: Personal Relationships

This course will explore both the positive and negative aspects in the dynamics of various types of relationships such as parent/child, friend, sibling, romantic/sexual (both heterosexual and gay/lesbian/bisexual), aging parent/adult child, and employer/employee to name a few. We will analyze major world philosophies and moral perspectives in regards to marriage, parenting, adult child/parent issues. Students will have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics on personal relationships.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3240: Effective Interventions in Mental Health

This course will cover the development and implementation of effective, evidence based biological, psychological, and social interventions that support the mental health of people living with serious mental health challenges such as schizophrenia and bipolar disorder, as well as co-occurring mental health and substance abuse problems. Effective interventions will also be explored for adolescents and children with emotional disturbances serious enough to include multi-agency care ranging from in home support to group homes and foster care. Attention will also be paid to ways to support positive mental health outcomes for the family members, caretakers, and others in close relationship with individuals living with these serious mental health challenges.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3240A: Psychology of Happiness

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3240B: Shakespeare Deconstructed Gender and Power Play

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

PSY-3270: Constructions of Masculinity in America

How is masculinity constructed? This course will explore the intersectionality of aspects of American culture -- particularly, race, ethnicity, religion, immigration, sexual orientation/identity, and socio-economic status -- and how they contribute to the inextricably linked definitions, practices and discourses of masculinity in America. Explorations of these themes of American culture will make visible how current views and practices of masculinity have been fortified in myriad aspects of our lives. As each class session will be dedicated to illuminating a particular theme in American culture, students will learn that particular theme's (1) influences on the constructions of masculinity, (2) effects on the development of masculinity discourses within various populations, and (3) potential to imagine more inclusive, accessible, and sustainable versions of masculinity in America than are currently and practiced. An interactive class format will be utilized, including critique of all assigned readings, film and video screenings, large and small group discussion, self-reflective written assignments, and oral/visual final presentations.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3270A: Critical Psychology

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3281: Psychology of Gender & Sexuality

This course introduces students to the interconnectedness of sex, gender, and sexuality. Students explore the biological, psychological, social, political, and cultural meanings of gender and sexuality in a contemporary, global and trans-cultural context. Special emphasis is placed on the effects of oppression, including sexism, racism, misogyny and homophobia.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3310B: Postmodern Approaches to Addiction Treatment

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3330: Culture & Emotion

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3330B: Ecopsychology: Keeping the Wild in Mind

This two-day workshop introduces Ecopsychology at a critical moment when our relationship to the environment is a matter of survival. How do we meet the psychological repercussions of the climate crisis and global destruction in an increasingly technological world? What can be learned by investigating the worldviews of indigenous cultures? Can we foster interconnection and sustainability in our local and global communities? In what ways does the environment influence our internal and external landscapes, from policy and politics to our sacred myths and dreams? Topics will include man vs. nature, enchantment, and the healing effects of the sentient world. Students will explore a range of clinical approaches to ecotherapy, including transpersonal, narrative and terrapsychology. From forest bathing to bees, we will be using readings, videos, group discussions and exercises to explore our hearts, minds and spirits in the animate world.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3340.SB: Issues in Substance-Based & Process Addiction

This course address major issues related to substance-based addictions (alcohol and drugs) and other related addictive behaviors referred to as process addictions (gambling, shopping, internet, sex, eating etc.). The course will explore issues related to early life experience and trauma; family dynamics inclusive of family rules and survival roles; codependency; the biology of addiction; comparative theories of addiction and approaches to treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3350: Psychopathology: The Nature of Mental II

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3391: Positive Psychology

This course provides an overview of the strengths and virtues that enable individuals and communities to thrive. The field of Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play. Its three central tenets are explored: positive emotions, positive individual traits, and positive institutions. This includes the study of contentment with the past, happiness in the present, and hope for the future.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3400: Theories of Personality

This course is designed to acquaint students with the major theories of personality and schools of thought in psychology. A comparative approach is used, based on the assumption that each theory contributes a part to the whole understanding of the human personality. An objective is to study the parts in order to gain a greater understanding of the whole. A final goal of this course is for each student to develop her/his own theory of personality based on a critical understanding of predominant theories in order to come to know one's own biases, assumptions, strengths and weakness.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3410: Transformation of Consciousness

This course examines some of the foundation for the transpersonal psychology movement as well as current developments in the creation of a full spectrum model for human growth and development. Students focus on consciousness, dreams, new findings on the functioning of the brain, meditation, and other related areas. The course explores ideas about consciousness and how consciousness relates to one's thoughts and actions in the world. Experiential sessions focus on integration of course material into everyday life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3430.LA: Infant to Child Development

Knowledge of infant and child development is essential in developing an understanding of the needs and motivations of human beings. This course provides a basic working knowledge of the field of child development, focusing on emotional, cognitive, and social development from infancy to childhood. Various stages of development are explored, as well as psychological theories that emphasize the importance of the child-caretaker bond. Using empirical infant/child studies, students choose a topic and present their findings to the class. Students are required to participate in an infant observation based on the Resources for Infant Educators (RIE) philosophy, at a time other than when the class is scheduled.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3430.SB: Theories of Learning & Cognition

This course examines the major psychological theories of learning, motivation and performance. It

will begin with a focus on the traditional behavioristic theories of human and animal learning, continue with a look at the foundations of Gestalt psychology, and proceed to a study of modern cognitive theories human learning and memory. The final weeks of the course will survey various specializations and applications of learning theories, including personality theory, modeling, child development, moral development, psychotherapy, behavior modification, education instruction and artificial intelligence.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3440: Social Psychology

This course examines the ways the social psychology may be used to better understand such important phenomena in contemporary society as conformity, persuasion, love and aggression. Individual experience and personality development are studied in the context of such social influences as family, peers, role models, institutions, and mass media. Strategies for social change are considered, as enacted by both individuals (as in psychotherapy) and groups (as in political activism).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

PSY-3450: Community Psychology & Social Change

This course applies theory and research in community psychology to the analysis of social intervention strategies used by government, professional, and paraprofessional workers to address social problems. Topics include social, political, and economic influences on the individual; ways people cope with stressful environments and events; the

respective roles of prevention and treatment in various intervention strategies and tactics used by change agents -- social service employees, community activists, mental health practitioners, and others who seek to improve the quality of life in their community. This course also critiques research methods used in program evaluation to assess the effectiveness of social innovations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3451: Contemporary Practices in Community Mental Health

This course will introduce students to the concepts, values, and models of community mental health. Students will learn the history of the mental health movement and the current psychosocial and psychopharmacologic treatments including recovery and rehabilitative approaches that are designed to promote optimal functioning in mental health populations. The class will discuss the opportunities and challenges of delivering effective mental health services in public and private settings and by professionals and consumers of mental health services.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3460: Cross-Cultural Child Development

This class explores the socio-cultural matrix of infant development. Cultural universals and cultural variability are considered in terms of societal/parental expectations and interactive behavior with topics such as feeding, sleeping arrangements, attachment, separations, autonomy, sense of self, crying, playing, and risk. The physical development of the infant, emotional and cognitive theories of development, and student's own experience are investigated.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3470: Cognitive Psychology

How do we process the world around us? Why do some things grab our attention and others we ignore? How do we problem solve? This course examines the models and processes relevant to human cognition. Topics include information processing, attention, language, problem solving, cognitive-behavioral modification, and decision making. Surveys of empirical research and applications of concepts to everyday experience will be included.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3480: Learning and Memory

What we know is based on what we learn and remember. How do we learn best and is our memory reliable? What parts of the brain are involved in learning and memory? This course examines the behavioral processes, neuroscience and clinical applications of learning and memory. Topics include conditioning, generalization and discrimination, mechanisms of remembering and forgetting, and emotional influences and social learning. We will explore the theories and research related to learning and memory, challenge their assumptions, and conduct experiments while also applying the concepts to everyday life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

PSY-3490: Learning and Memory

What we know is based on what we learn and remember. How do we learn best and is our memory reliable? What parts of the brain are involved in learning and memory? This course examines the behavioral processes, neuroscience and clinical applications of learning and memory. Topics include conditioning, generalization and discrimination, mechanisms of remembering and forgetting, and emotional influences and social learning. We will explore the theories and research related to learning and memory, challenge their assumptions, and conduct experiments while also applying the concepts to everyday life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

PSY-3510: Independent Study - Psychology

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PSY-3530: Internship: Psychology

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

PSY-3550: Healing from Trauma

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3560A: The Science of Psychopharmacology

This course assists students in developing an understanding of the science behind clinical drug therapies. Students explore the mechanism of action of drugs that affect the central nervous system and learn about their entry into the brain, their molecular targets and their global effects on the brain and behavior. Basic scientific models of disease, learning and addiction are used as discussion points to discover how drug therapies are developed using the scientific method.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3580: Community Psychology: Context and Change

This course teaches students to develop skills in examining social problems and solutions from an ecological, multidimensional perspective. The relationships between problem definitions, solutions and the process of change are emphasized. Community Psychology theory, research, and action are applied to specific social issues such as homelessness, social oppression, poverty, and the destruction of our natural environment. Topics include primary prevention, empowerment, global issues, and roles for nonprofessionals in community psychology.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3590: Theories of Addiction

Students learn to differentiate and contrast medical, social, and psychological theories of addiction as well as hypothesize about integrated models. The course focuses on alcohol and drug abuse, but other addictive behaviors such as eating disorders, tobacco

consumption, and sexual addiction are considered as well. Although not a course on treatment, students examine the relationships between theories and intervention practices.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3600: Sources of Creativity Theory And Process

This class is designed to examine a variety of current psychological theories on creativity, as students apply this knowledge to music, art, writing, science, psychotherapy, and theatre. The course also focuses on creative blocks, burnout and breakdowns. The class includes discussion, reading and hands-on experience. SOCIAL

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3600A: Psychology of Couples in Fiction & Film

This course will explore the psychology of couples through the use of films and one classic American novel. It will examine the representation of couple relationships through a postmodern, social constructionist lens, deconstructing multiple discourses such as those of culture, gender, politics and patriarchy. The class will investigate what informs our understanding of normalcy, sexuality, heterosexism, monogamy, family and divorce. In addition, we will engage with ideas from psychotherapy in working clinically with couples. The class format will emphasize collaborative discussions, experiential exercises, and film viewing.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3600E: Drama Therapy Special Topics in Psychology

This interactive and creative workshop will engage students in the history and practical applications of Drama Therapy as an effective clinical therapeutic treatment, as well as a powerful resource for creative expression and personal growth in non-clinical contexts. A collaborative format will be utilized, engaging theater improvisation techniques, along with other practices central to the process of Drama Therapy.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3610: The Psychology of Bullying

This course is designed to introduce students to the cognitive, psychosocial and historical theories behind the reasons we bully. Through psychoeducational lecture, small group activities, documentary film, expert panels and in-the-field immersion experiences, this interactive course will equip students with the tools to deconstruct the dominant discourse surrounding today's bullying epidemic. Modules will cover a wide range of psychological bullying situations -- from the schoolyard to the workplace, through media and consumerism, from Nazi Germany through the 1980's HIV epidemic, and even from within ourselves. Applied community psychology tenets and postmodern/art therapies will be explored as possible solutions to healing internalized traumas; social justice and empowerment theory will be examined as a means to reframe detrimental schemas/systems and combat micro, meso and macro-level marginalization. Additionally, students will participate in interactive therapeutic projects in order to explore their own inner-critic and resilience stories, as well as learn practical community action skills for combating oppression at both the local and national levels.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3630.SB: Psychopathology: Global Perspectives

This course acquaints the student with the major classification of emotional disturbance, as well as prevalent views of psychopathology and the controversies that surround them. It also offers a description and definition of the major neurotic, psychotic and behavior disorders, including phobias, depression, psychosomatic illness, schizophrenia, and psychopathic behavior. Medical, humanist/existential, and behaviorist models of psychopathology are compared in terms of definition of symptomology, origin (psychogenesis) of disorder, and description of dynamics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3640: Principles of Group Counseling

This course examines theories and research about social psychological group processes. Special emphasis is placed on psychological/psychotherapeutic group process, and group process directed toward social support and psychoeducation. The course provides a setting in which students engage in both didactic and experiential learning about group roles, group development and task oriented and not-rational group dynamics. Opportunity is provided for students to develop and demonstrate group facilitation skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3650: Crisis Assessment & Response

This course will present an overview of the theories, concepts and methods necessary to identify and assess crises in individuals, families and communities, and the intervention strategies available to provide assistance to those in distress. The material will be presented from a psychosociocultural perspective, with attention to clinical, legal and ethical matters providing context for response in a culturally diverse society.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3660A: Psychology of Addiction

This course examines the biological, psychological and social aspects associated with the phenomena of addiction and its clinical treatment. Traditional treatment approaches will be contrasted and compared to approaches derived from a strengths perspective, both in the U.S. and abroad. Course work will include an overview of the Limbic System Theory of Addiction as well as other pertinent areas of cognitive functioning and neurobiology. This course is one of several developed to provide the practical knowledge required for credentialing (Certified Addiction Treatment Counselor) examinations.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3661: Temperance and Abstinence Movements in America

This course exposes students to the history of the abstinence/temperance movements in the U.S. from 1776 to 1940. Through lecture, hands-on activities, documentary film excerpts, and assigned readings, this one-day workshop equips students with the tools

to identify, articulate, and analyze the theories, concepts, movements, and interventions that established the foundational framework for abstinence as a model for recovery from addiction to substances. The course also explores the historical context of these movements and the sociopolitical ramifications resulting from the practice of these modalities.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Workshop

PSY-3680: Family Systems & Interventions

This course provides an introduction to basic concepts in family systems. Among the topics studied are family structure, roles, rules, myths and secrets. These topics will be examined from a variety of perspectives, both theoretical and cultural. Material will be presented through assigned readings, films, lecture, and discussion. Students will apply these concepts to their own family experience through a project that involves constructing a genogram and writing a paper.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3681: Family Systems: Global Perspectives

This course provides an overview of family systems in a global context. Students will explore family structures as manifestations of the cultural groups to which the family belongs, and interventions which reflect those cultural values. First to define family therapy were American family therapists such as Whitaker, Satir, Minuchin and Bowen. But as family therapy travels across the globe, it is changing to fit unique cultures and circumstances. This course explores both American and global models of the

family as a living system in which change is best facilitated by considering the family in context. Students will have an opportunity to examine their own family system through a variety of class assignments.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3690: Adult Development & Aging

This course provides a general background in the biological, psychological, and social aspects of aging. The student is taught techniques to help the elderly, to support others who care for the elderly, what the student can do to prepare for later life, and how to prepare for their own end of life issues

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

PSY-3690A: Group Facilitation for Addiction Counselors

This course is designed as an introduction to the dynamics of group interaction with the emphasis upon the individual's firsthand experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses, and personal growth will be highlighted. The emphasis will be on group process as a means of changing behavior. This course reviews the major goals, stages, and processes of group counseling in addiction treatment programs. The role, responsibilities, and ethics of the group leader are emphasized along with the strategies and techniques for facilitating group processes. Learners practice and demonstrate competencies through group leadership practice and participation as well as other measurable indicators, such as use of interventions learned. This course is one of several expertise/skills courses

developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3700.LA: Moral Psychology in the Dramatic Film

This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include *The Hunchback of Notre Dame*, *Mutiny on the Bounty*, *Babette's Feast*, *The Diaries of Adam and Eve*, *Born on The Fourth of July*, *Crimes and Misdemeanors*, and *Casablanca*.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3700.SB: Psychopharmacology

This course explores the development of Psychopharmacology through historical perspective and current therapeutic applications. An overview of the fields of pharmacology and neurophysiology are provided, but the main focus of the course is to familiarize students with basic terminology and models of pharmacokinetics (how medications are metabolized and distributed in the body and brain). Historical arguments between psychodynamic and

biological explanations for mental disorders are examined, along with the emergence of today's more integrated approach. The pharmaceutical industry's influence on physicians, and consumer attitudes toward psychotropic medications, are also explored.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3710.SB: Ethics & Legal Issues in Human Services

This course will give students an ethical decision making model to apply to professional situations. We will discuss the American Counseling Association Code of Ethics and Standards of Practice as a reference to ethical behavior in work situations in which professionals encounter. Through class discussions of possible scenarios and situations, students will also have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics such as gift giving, boundaries, dual relationships, and diversity issues. The course will also cover general ethical/legal principles that counseling professionals encounter, such as confidentiality issues, privileged communication, and issues of abuse and neglect.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3710C: Politics of Psychology

This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. *This is a highly recommended

gateway course for all Psychology Concentration students.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3710C: Politics of Psychology

This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. *This is a highly recommended gateway course for all Psychology Concentration students.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3750B: Group Therapy Process

Group therapy provides a rare and unique opportunity for us to explore how we perceive and interact relationally with other group members - while inviting insight for preferred ways of enhancing other significant relationships in our lives. Through both process and psycho-educational models of group therapy, students in this course learn to listen with genuine curiosity, to develop generative questions for rich conversations, and to engage one another's inner resources and strengths in the capacity of group member and group facilitator. Emphasis is placed on establishing and upholding the utmost care for respectful group practices. This course enhances creative communication skills that can be carried into partnership, family, workplace, community and other diverse contexts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3790: Adult Development and Aging

This course provides a general background in the biological, psychological, and social aspects of aging. The student is taught techniques to help the elderly, to support others who care for the elderly, what the student can do to prepare for later life, and how to prepare for their own end of life issues.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous), Online Meeting (synchronous)

PSY-3800: Immigration & Trauma

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-3810: Spirituality and Psychology

What lies at the intersection of psychology, spiritual experience, and philosophy? Can they be separated? How do they inform and relate to one another? These are enduring questions that will be explored in this course. From the relationship between Sigmund Freud and Carl Jung, to the science of the mystical experience and the brain, we will consider the debates, theories, and evidence substantiating and disclaiming the psyche/spirit connection. This study is vital for individuals entering into the mental health field, a place where these elements often collide and define a patient's experience. It is also important for those who desire a more comprehensive view of the enigmatic matter of the psyche.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

PSY-3830: Psychology of Women Through Literature and film

This course explores, through literature and film, a variety of the emotional and psychological experiences of women. Insights from works on the psychology of women by Jean Baker Miller and Phylis Chesler are brought to discussion of short novels, short stories, and films. Through literature and films students examine the relationship between patriarchal culture and differing psychological definitions of women and men's emotional life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3830A: The Psychology of Consumer Behavior Why We Buy

This course analyzes the psychological, sociological, and cultural variables that influence buying behavior. The focus is on how marketing strategies and the communication process impact the ways in which consumers perceive, select, and make purchases. Issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, and decision making are explored.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3830B: Myth and the Psyche Analysis of the Concept of Self

This class explores the fundamental concepts of the unconscious and the mythological journey of transformation that human beings experience as a

part of the life process. The class explores the meaning and purpose of the inner, mythic journey to both society and the individual. It also examines mythological interpretations of universal themes and symbols found in various mythologies throughout the world both past and present and concepts presented by C.G. Jung in his analysis of the Self, including archetypal images and the collective unconscious. Through this study, the student will gain a better understanding of the process of the psychological journey and its power to create a sense of harmony and wholeness.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3840A: Social Psychology

In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3840A: Social Psychology

In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory,

which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3850: Adult Levels of Psycho-Sexual Development

This course examines constructivistic-interactionist theories of adult levels of psychosexual development along with psychoanalytic theory and evolutionary psychology. Psychological and philosophical issues are examined and films are reviewed and discussed to illustrate relational virtues and vices in adult psychosexual relationships. Case studies including those of Marie Curie and Paul Langevin, and John-Paul Sartre and Simone de Beauvoir are examined. Interviews with subjects are analyzed.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3850A: Psychology of Love as the Path to Wholeness

This course examines the concept of love in its myriad expressions, analyzing each within a context of its role in maintaining psychological wholeness and health. Students gain an appreciation for and understanding of the concept of love in its various meanings and expressions as well as its value to a healthy psyche (consciously and sub/unconsciously) to both antiquity as well as contemporary society. Love is recognized as the force of creation and the

energy by which life continues to exert itself in its many manifestations. Students discern the myriad experiences of love and their expressions within a personal experience of self and among/between others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3860A: Systems & Systems Thinking

This course presents principles of general systems theory and key aspects of their application in psychology, organizational units, urban development, education, and health care by analyzing the systemic nature of the human body, business, educational settings, family, and the modern city. The course develops systemic dispositions in students' personal and professional experiences by providing basic knowledge and skills essential for students to identify their lives and work environments as systems and to generate solutions for changing those environments effectively.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3870: The Psychology of Fairy Tales

This course introduces students to a range of conceptual approaches to the understanding of fairy tales, including folklorist, literary, psychoanalytic, feminist, and cross-cultural. Through lecture, theoretical readings, close reading of fairy tale texts, interactive classroom discussion, and written assignments students will develop their critical lenses for interpreting the tales, critiquing conceptual approaches, and reflecting on the personal meaning they have acquired from the learning.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3900AA: Urban Violence Traumatic Stress Syndrome (UVTS) Strategies for Educators and Clinicians

This interactive course explores the dynamics and impact of ongoing violence on children who live and attend school in war-like conditions. Psycho-neurological and develop-mental effects are explored, as well as associated cognitive and emotional stress responses. Recommended treatment techniques, and best practices for schools are presented and discussed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Workshop

PSY-3900AN: Narrative Phototherapy

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3900AQ: Transgender Identities a Multicultural View of Gender Variance

This workshop visits unconventional lives of extraordinary people who transcend conventional concepts of gender identity: from the French Saint Joan of Arc to American icons Calamity Jane and RuPaul, from the galli of Mesopotamia and the hijra of India, to the Faafafine of Samoa, and others who are intersex, two-spirit, transvestic, etc. Through this safari of trans identity run patterns of hybrid beauty, leadership, and spiritual stewardship. Students have the opportunity to reevaluate and expand their understandings of gender identity in society. No grade equivalents allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Workshop

PSY-3900BE: Psychology of Soldiers, War & Trauma

What is the effect of war and trauma on the human psyche? What is the process by which ordinary citizens are transformed in soldiers and how does this training and the experience of combat impact an individual's views of themselves, the world and the future? What philosophical, psychological and spiritual ideas do humans use to reconstitute and re-story themselves after trauma? This two-day workshop will explore the impact of trauma related to combat and military sexual assault along with current ideas regarding its treatment and integration into personal narratives. Students will develop greater understanding of and empathy for those who have served, and identify diverse viewpoints about the nature and treatment of trauma as they begin to formulate their own ideas about growth and renewal following unexpected or tragic events.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-3900BG: Trauma and Recovery: Selected Topics

This workshop will provide students with an introduction to definitions, key concepts and theories associated with various types and causes of individual and collective trauma. Students will be familiarized with the role of the therapist in the use of assessment and treatment objectives for clients affected by trauma. Students will learn the psychosocial factors associated with trauma response while receiving a general overview of behavioral, cognitive, and affective, implications of trauma. Multicultural differences in the presentation of trauma will also be highlighted. Through lecture, in-class exercises, film, and assigned readings, this one-day workshop will introduce students to the tools to identify trauma-affected individuals, articulate origins of psychological trauma, along with treatment models that promote healing, recovery, and

resilience.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3900R: Children in War Special Topics in Psychology

This one-day workshop explores the ways that war impacts the psychosocial well-being of children, their families, and communities. The topic covers children who currently reside in war, as well as children who are refugees. Workshop participants develop practical plans of action in prevention, emergency intervention, and rehabilitation for war-affected children. No grade equivalents allowed.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Workshop

PSY-3920A: Madness in American History and Film

This course will explore the history and cinematic representation of madness in America, inviting the students' critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3920B: Documentary Film & the American Psyche

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3925: Corrections & Mental Health

This course provides an overview of methods used in correctional facilities across the United States to implement behavior modification techniques and mental health services. It addresses the challenges from political, financial, psychological, and social standpoints and the unique integration of other services and programs that aid in improving mental health for offenders. The course aims to broaden perspectives about the criminal justice system from a corrections standpoint and critically think about ways in which mental health services can reduce recidivism and advocate for better functioning individuals. Special attention will be paid to systemic barriers for BIPOC, neurodiverse, LGBTQ and trauma affected populations. Students will gain a basic understanding of rights and protections of offenders while in custody, and the unique needs of this population.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

PSY-3941: Special Topics in Psychology

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

PSY-3942: Special Topics in Psychology

During this two-day seminar, participants will develop the tools needed to identify, analyze, and modify self-defeating thought patterns and behaviors. Principles from cognitive psychology and learning theories will be utilized in exploring the effect of mental processes on thoughts, actions, and experiences.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-3950: The Bodymind Therapies

This course looks at how current western psychological theories, both traditional and newer, have been informed by eastern traditions such as mindfulness. Students will explore how Buddhist and other eastern practices have been integrated into current theories. Students will compare and contrast global concepts of "the self," "mental health" and "well-being" and will also explore the latest research regarding the effects of mindfulness and other eastern practices on the brain.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

PSY-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

PSY-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

PSY-4050: Psychology of Leadership

What is leadership and why is it important? Is leadership a matter of power or authority? What makes a leader - virtues, charisma, or position? Are leaders about goodness, justice, or mere efficacy? This course is designed to explore the theoretical aspects of leadership from several disciplinary perspectives and to understand how theory applies to real situations. Topics include leadership models, leader behavior and skills, followership, teams and motivation, social and ethical responsibilities, and leading with creativity. Students are expected to analyze cases, current situations and their own leadership style.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4090: Research Design and Methodology

The course introduces students to experimental and non-experimental designs used in psychological research. Class time is divided between discussion of the reading material and laboratory work. Students discuss commonly used designs, the elements of these designs, and the benefits of each type of design. Students get hands-on experience with several studies, serving as subjects in these studies, analyzing the data, and writing reports on the research using an APA-style format. Students are involved in designing their own studies, gathering data, analyzing the data, and presenting this information both in oral and written form.

Min. Credits: 4.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: MAT-4030/PSY-4140:Desc-Inferential Statistics

PSY-4110A: Selected Research Issues in Ethical and Spiritual Development of Compassion

This course engages the structural-developmental research study of ethical compassion in decision making. Theories of moral, ethical, and spiritual virtues are presented. Expected research relationships between moral and ethical judgment questionnaires developed by Kohlberg and Erdynast are discussed as are general relationships between levels of moral development and levels of spiritual development. The social contract, structural-developmental conception of compassion presumes capacity for several levels of compassion within individuals and across different individuals.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4140: Descriptive and Inferential Statistics

This course concentrates on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4220: Neuropsychology

This course provides a general overview of neuropsychological disorders and treatment, along with a current and historical understanding of the relationship between the brain's plasticity and recovery. Also included will be behaviors associated with cognitive disorders, populations that can benefit from this specialization, and appropriate testing measures. The history of the specialization, branches

of neuropsychology, professional/ethical issues and arenas where neuropsychologists are utilized and are explored. Additionally, training/licensure and board certification requirements in neuropsychology are discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-4230: Social and Ethical Issues in Management

In this course, the case study method is employed to examine contemporary organizational problems that concern rights, responsibilities, justice, and liberties. Topics include affirmative action, employee rights, testing in the workplace, AIDS in the workplace, maternity/paternity leave, fraud, bribery, kickbacks, and environmental issues. Landmark U.S. and State Supreme Court decisions are analyzed from the perspectives of dominant ethical theories, such as those of Bentham, Hume, Mill, Kant, and Rawls.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4250: Global Approaches to Normal & Abnormal Psychology

In this course, a critical and global perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4250SA: Legacy of Race-Based Trauma

The purpose of this course is to provide students with an opportunity to study the impact of one of the most traumatic periods in South African history. Using an ecological framework, students will examine the impact of legalized oppression in the form of apartheid. Additionally, this course is a study of a people's agency and resilience in the face of state sanctioned terror. Students will have an opportunity to observe and examine the functioning of community-based organizations and systems with an international context, focused on the topic of healing trauma. Students will learn how the legacy of apartheid and the current social stratification continues to have a major impact on the health, education and welfare of the citizens of South Africa. Students will be exposed to the history, culture, academic and mental health systems within South Africa, as well as develop skills in critical observation, communication, and community collaboration. Students will have a beginning understanding of the impact of trauma on individuals and the intergenerational transmission of both trauma and resilience within families. We will examine a range of traumatic experiences and their differential impact based on race, ethnicity, gender and membership in oppressed groups, paying careful attention to the importance of cultural competence in clinical work with trauma survivors.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Program Approval Required: Y

PSY-4330: Cognitive Psychology Children's Thinking

This course examines current and historical views of the development of problem-solving skills, language skills, and conceptual abilities in children. Through work with these topics, the student is introduced to central issues and concepts in cognitive psychology.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

PSY-4340A: Contemporary Neuro-Psychology

This course proposes models for relating brain dysfunction and/or damage to observable empirically describable psychological behavior. Basic concepts covered are: the relationship between brain and behavior, lateralization of brain function, emotions, and the neuro-psychology of development and aging. The course also considers a number of neuro-pathologies: neuro-linguistic problems, apraxias, memory problems, and the neuro-psychology of drug abuse.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4510: Independent Study: Psychology

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PSY-4530: Internship: Psychology

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

PSY-4580A: Spiritual Psychologies & Psychotherapies

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4640A: Introduction to Postmodern Psychotherapies

In this interactive, collaborative class (readings, discussions, DVD presentations, and dyadic exercises) students learn the underlying assumptions, the working principles, and the basic practices of doing resource-oriented, Postmodern Therapy. Specific models examined are Solution-Focused Therapy and Narrative Therapy, both with an underlying perspective based in Social Constructionist thought.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4710: Mark Twain Personal Philosophy and Moral Psychology

This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of Rawls' moral psychology, course topics include Twain's critiques of moral determinism, conventional religion, creationism, as well as the moral sense in human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4730: Psychedelics Revisioned The Cultural Politics of Consciousness

This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically oriented path between fear and ignorance on one hand, And unbridled enthusiasm on the other, this course studies issues related to psychedelics from a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive

questions concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-4800: Corrections & Mental Health

This course provides an overview of methods used in correctional facilities across the United States to implement behavior modification techniques and mental health services. It addresses the challenges from political, financial, psychological, and social standpoints and the unique integration of other services and programs that aid in improving mental health for offenders. The course aims to broaden perspectives about the criminal justice system from a corrections standpoint and critically think about ways in which mental health services can reduce recidivism and advocate for better functioning individuals. Special attention will be paid to systemic barriers for BIPOC, neurodiverse, LGBTQ and trauma affected populations. Students will gain a basic understanding of rights and protections of offenders while in custody, and the unique needs of this population.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-4810: Special Topics in Spiritual S

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

PSY-4900AG: Divine Madness: Spirituality and Psychos

This workshop critically considers the relation between spiritual experience and madness; carefully unpacking both similarities and differences between the two; while situating both within the broader context of the cultural politics of consciousness and the ongoing valuing and devaluing of various forms of alternate consciousness. Specific attention will be given to the spiritual/psychotic paradox: two types of experience defined, in part, as having opposing effects, yet closely enough related as to possibly suggest a common underlying process; while coming to an understanding of what is at stake in this for both religion/spirituality and psychology/psychopathology.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

PSY-4910: Sex-Positivity and Social Justice

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5000: Clinical Training Orientation

This meeting provides initial orientation to the Clinical Training process, presenting AULA's clinical training requirements, California Board of Behavioral Sciences requirements for MFT licensure, and processes and resources for finding a clinical training site. Students also meet with representatives from AULA-approved clinical training sites to learn about the variety and diversity of training opportunities that are available. Required for all first quarter MFT students; a prerequisite for entering Clinical Training.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5000A: Pre-Enrollment Requirements for Clinical Training

This meeting provides a detailed review of forms and procedures students must follow in registering for AULA clinical training units, earning hours, and meeting trainee requirements of the Board of Behavioral Science Examiners. Required for MFT Concentration students in or prior to the quarter before entering clinical training; a prerequisite for entering clinical training.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Prerequisites: PSY-5000AA: Clinical Readiness, PSY-5410G: Psychopathology&Treatment

PSY-5000AA: Clinical Readiness

This course serves as a capstone to initial program coursework and is designed to assess students' readiness to begin clinical training and serves as a bridge between previous coursework and upcoming clinical traineeship. Students will learn about various facets of traineeship, including gathering information about training sites and the application process, as well as professional development skills. Students will integrate the knowledge and skills gained in all prior program coursework by applying a clinical theory to case conceptualize and create a treatment plan.

Professionalism and receptivity to feedback, assignments including the case conceptualization and clinical roleplays, participation, communication with the instructor, interpersonal skills and the expressed understanding and knowledge of prerequisite courses will be used to evaluate students' readiness to begin clinical training. Successful completion of this course will allow students to progress into the clinical training component of their program.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5000: Clinical Training Orientation, PSY-5010A: Process of Psychotherapy I, PSY-5410F: Assessment of Psychopathology, PSY-5480: Professional Ethics, Law, PSY-5450: Society and the Individual

Either Previous or Concurrent: PSY-5310A: Personality Theo I: Psychodynamic Theo, PSY-5410G: Psychopathology and Treatment Planning

PSY-5000W: Writing for Graduate School and Beyond

The five week long MAP Academic Writing Workshop introduces new graduate psychology students to the process of writing in an academic format and style. The workshop familiarizes the student with techniques for crafting academic essays and papers using American Psychological Association style (including correct citation and reference applications), structure, and scholarly research (developing research questions, locating peer reviewed journal articles, etc.). In addition, it instructs students in various techniques for creating and supporting their ideas. The course enforces what steps a student needs engage in when writing a paper, and will enrich their ability to write for their careers within the graduate psychology program and beyond. Writing is a craft requiring a multi-tiered process. Through this seminar, students will understand writing as a craft, along with developing good working habits, skills, and methods to assist in their academic endeavors.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5010A: Process of Interpersonal Psychotherapy I

This course introduces principles and skills involved in providing relational psychotherapy. Goals of therapy, initial contact, gaining rapport, the

therapeutic relationship, the therapist's own motives and personal issues, and the sources of therapeutic change are topics of study. Students develop skills through role play and dyadic work with classmates. Required for MFT Concentration students; a prerequisite for entering clinical training.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5010D: History and Systems of Psychology

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

PSY-5060E: Career Development I: Theories

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

PSY-5060F: Career Development II Application & Techniques

This course will focus on the application of career development theory through the use of counseling processes, interventions and resources applicable in today's global economy. Students will become more familiar with various standardized tests and assessment tools used in career counseling and educational planning with a critical eye to their effectiveness and limitations when working with diverse populations. Additionally, students will gain the ability to find sources of occupational information and determine the status of current research in the field of career development. Students will be involved in practical exercises and projects to demonstrate their ability to design, deliver and evaluate comprehensive guidance and interventions.

The format of instruction for this course is online.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: PSY-5060E:Career Development I

Either Previous or Concurrent: PSY-5420:
Psychological Testing

PSY-5090: Brief Therapy

This course articulates some of the basic processes, principles and techniques of doing brief therapy from cognitive-behavioral, solution-focused and narrative perspectives. Focus is on understanding the premises and usefulness of each approach and on developing brief therapy skills through role-play and work with case material. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I, PSY-5350: Systems Theories & the Family

PSY-5100: Introduction to Psychotherapy Theory and Practice

This course, required for incoming students who do not have a recent Bachelor's degree in psychology, provides an overview of psychology. Particular emphasis is given to developmental, abnormal psychology and the history of psychology.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5101: Geographic Information Systems (GIS)

This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England, Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

PSY-5120: Communication Skills for Psychotherapists

This online independent study course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty through dialogue on First Class, the Antioch conferencing and e-mail system. Required for all MAP students entering 1/98 or later, in the second quarter of study.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5120A: Field Study: Psychology and Society

This course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness

of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty instructor through classroom dialogue or on Antioch University's email network. Required for all MAP students; best taken in the second or third quarter of study. Students must attend initial hour long face to face meeting, generally held the first Saturday of the quarter. One may not take the online course if they cannot attend the meeting.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5450: Society and the Individual

PSY-5120B: Field Study in Applied Community Psychology

This course provides Applied Community Psychology students with the opportunity to work directly with a community agency on a project involving program development, evaluation, consultation, collaboration, psychoeducational group and/or in-service training development. Prerequisites include corresponding core courses (e.g., students engaged in field study involving program development and evaluation must successfully complete PSY 545E prior to enrolling in field study). Students in the Applied Community Psychology Specialization are required to complete two units of field study but may enroll in one unit at a time.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5450A: Comm Psych-Theories & Method, One of the following courses: PSY-5450E: Program Development and Evaluation PSY-5750E: Psychoeducational Groups PSY-5450F: Prevention & Promotion (ACP) PSY-5450D: Community Consultation (ACP)

Program Approval Required: Y

PSY-5120C: Advanced Field Study in Community Psychology

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Prerequisites: One of the following courses: PSY-5450E: Program Development and Evaluation PSY-5750E: Psychoeducational Groups PSY-5450F: Prevention & Promotion (ACP) PSY-5450D: Community Consultation (ACP), PSY-5450A: Comm Psych-Theories & Method

Program Approval Required: Y

PSY-5120D: LGBT Community Action

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

Program Approval Required: Y

PSY-5120GFS: Global Field Study

The literature is replete with research that shows developing multicultural competence is an essential task for contemporary psychotherapists. It also shows that cultural immersion experiences are among the best ways to develop and enhance this competence. In service of this as a best practice in the field, we have developed an overseas service learning/cultural immersion opportunity via WorldTeach's summer teach abroad program. The course includes a two month stay in a foreign country (China, Ecuador, Morocco, Nepal, or Poland) during which participants will teach English to under-resourced children and adults while living with local families. In order to participate in this course, learners must apply to and be accepted into the WorldTeach Summer Teach Abroad Program (worldteach.org).

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5140A: Photoanalysis in Clinical Practice

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5150C: Professional Development Seminar Therapy As a Career

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5160D: Therapeutic Issues in Managing Traumatic Stress and Anger

Everyday stress and anger are often seen as the root of many frequently expressed human emotions, yet our primary socializing institutions (families, schools, religious institutions) provide very little instruction to manage them effectively. As a result, Anger Management Training is increasingly being used by the courts, medical, legal and other corporate disciplinary committees, and by media consultants to remediate aggressive behavior exhibited while driving the highways, in the workplace and on the public airways. As stress levels rise in these times of economic uncertainty, we know that there is even more of an impact on the severity of psychological impairment and functioning. Moreover, there is evidence that clinicians should be prepared to see a growing number of Post Traumatic Stress Disorder (PTSD) cases resulting from the trauma associated with war zone deployment, as well as natural disasters, terror, motor vehicle accidents and sexual assault.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5190K: Gay Male Identity Sex, Love, Intimacy, & Other Clinical & Community Issues

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality

PSY-5200A: Developmental Psychopathology I Diagnosis

This class introduces students to the clinical assessment of young people from infancy through adolescence, with emphasis on the construction of diagnostic and assessment questions founded in an understanding of developmental processes. This course includes discussions of criteria for mental health and illness in childhood and adolescence, as well as the philosophy and use of the DSM-IV with young people. Demonstrations and exercises help the student understand how therapists handle various problems of assessment from a developmental perspective that is sensitive to issues of culture and the position of the child and/or adolescent in society. Generally offered in Spring Quarter. Required for students in MFT Child Studies Specialization; may also be open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Developmental Psychopathology

PSY-5200B: Developmental Psychopathology II Intervention

Building on developmentally and culturally sensitive diagnosis, this class explores a broad spectrum of treatment interventions for children and adolescents

in society. Consideration is given to individual and family methods of psychological treatment as well as to community interventions and interventions in the school context. The aim is to provide the student with a broad, developmentally informed, culturally sensitive spectrum of intervention possibilities.

Generally offered in Summer Quarter. Required for students in MFT Child Studies Specialization; may also be open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5200A: Developmental Psychopathology, PSY-5430C: Child and Adolescent Development

PSY-5200C: Parent-Child Interaction Therapy (PCIT) an Early Childhood Evidence-Based Treatment

Parent Child Interaction Therapy (PCIT), is an evidence-based treatment model that fosters strengthening of the parent- child relationship and develops parent's ability to appropriately manage child's maladaptive behaviors. When young children are exposed to traumatic events such as physical and emotional abuse, several domains in their development may be impacted. Trauma affects children's cognitive, social and emotional development as well as children's relationships with their caregivers, especially when the trauma consists of physical or emotional abuse. PCIT gives parents the opportunity to learn, practice, and master specific parenting skills to manage and subsequently reduce their children's acting out behaviors. At the same time PCIT promotes building social and emotional competence, such as taking turns, sharing, decreasing impulse control, and increasing frustration tolerance. The treatment consists of two phases: Child Directed Interaction (CDI) and Parent Directed Interaction (PDI). CDI portion of PCIT focuses on relationship enhancement skills, while PDI addresses age appropriate management of children's maladaptive behaviors. This workshop will assist students in

developing an understanding of PCIT concepts and the unique ways in which PCIT is suited to improve relationship between parents and children. It will also address the cultural barriers and considerations when using PCIT with different ethnic groups.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5201: Interrupting Intergenerational Trauma and Advancing Development in Children and Families' Contemporary Psychoanalytic & Neurobiological Approach

This course offers psychoanalytically and neurobiologically informed interventions to introduce students to how to interrupt multi-generational transmission of unresolved trauma. Rather than focusing mainly on symptom reduction in identified children, it teaches active techniques to help students recognize interpersonal patterns between parents and children that perpetuate traumatic experiences and inform behavioral difficulties in children. Through lecture and class discussions the didactic part of the workshop will address ideas about organizing patterns and meaning making between parents that are often expressed in the dysregulation of the autonomic nervous system in adults and children. The lecture will also address the somatic symptoms of dysregulation as a way to return to autonomic balance so family closeness can develop. The dynamics of attachment, empathic mirroring and attunement, and boundary negotiation will be addressed in order for parents and families to grow both in terms of family closeness and the individuation of family members, without sacrificing one for the other. The experiential part of the workshop, with the focus on both implicit and explicit communication, will help students acquire tools to help families develop new organizing patterns of relating. By using various sensory modalities the experiential exercises will enhance

students' self-awareness in a relational context and will develop their ability to negotiate individual differences including cultural, sexual, and gender differences.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5210A: Sexual Transference and Countertransference

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5210D: Transference/Countertransference Eros And Psyche

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality Theory I: Psychody

PSY-5210E: Black Woman's Psyche An Exploration Into Complexity

This workshop focuses on the ways in which psychotherapists are consciously and unconsciously aware of their relationship to and with Black women, defined here as women who claim a racial, cultural or ethnic identity linked to the African diaspora. Thus, this definition recognizes that Black women's identities and corresponding psyches are not universal. Rather, there exists a complex-and often complicated-way in which these women are recognized and understood by themselves as well as

by the broader society. The workshop explores the distinctions between archetypal representations and social stereotypes, as well as cultural complexes, shadow presentations and defense mechanisms frequently associated with the Black woman's psyche. Through interactive experiences, discussion, self reflection and writing, the workshop aims to increase participant's understanding of their own values and beliefs as they relate to Black women. The class will help delineate best practices for establishing a strong therapeutic alliance, whether inter-culturally or intra-culturally. Therefore, this workshop seeks to increase key skills and knowledge necessary quality psychotherapy for Black women.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5220A: Perspectives Trauma & Its Effects, Awareness & Recovery

This survey course introduces the student to the complex issues of trauma, trauma healing, and transformation. Students will learn about the biopsychosocial/spiritual model which helping professionals can employ to help individuals who have experienced deep personal loss, violent conflict, pain and suffering. Students will explore the theoretical bases of trauma healing through narratives and case examples from a variety of clinical settings and engage in practical exercises to experience approaches to the treatment of trauma from awareness to recovery.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F: Assesment of Psychopathology

PSY-5240A: Nurturing the Nurturer Self-Care Techniques to Prevent Burnout for Clinical Therapists

This workshop is designed for students currently in clinical training, or prior to clinical training. Burnout can be a significant issue amongst psychology graduate students in clinical training. Skills learned will be to identify symptoms of burnout, such as emotional exhaustion, depersonalization of clients, and loss of feeling personal accomplishment. Burnout can also be marked by increased cynicism towards clients, a loss of motivation towards one's current training and future career, and can possibly impact one's overall self-concept and self-efficacy. This course considers the stressors of clinical training, including the potential emotional impact of being a new trainee, finding balance between clinical practice, school, and personal life, one-way intimacy with clients, countertransference and vicarious traumatization. Self-care will be thoroughly explored by looking at the six self-care domains: social, cognitive, behavioral, physical, spiritual and occupational, including an introduction to Mindfulness Based Stress Reduction (MBSR). This course serves as an elective for Spiritual and Depth Psychology (SDP) and Conflict and Other Related Trauma (CRT).

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I, PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery

PSY-5250BR: Spirituality in Clinical Practice

Spirituality in Clinical Practice: Medicine and Psychology is an international course offered by AULA MAP (Master of Arts of Psychology Program) with the objectives of: introducing students to clinical practice according to a transdisciplinary approach in outpatient healthcare, with the integration of Medicine, Psychology, and Spirituality

at Pineal Mind Instituto de Sade; and fostering self-development as global citizens. This course will focus on clinical cases of dissociative mental disorders that were unresponsive or presented poor prognosis from traditional medical and mental health treatment approaches. This course encompasses classroom lectures, clinical learning, field study, and intensive intercultural exchange with patients and treatment team members from diverse socio-economic, human diversity, ethnic, cultural, spiritual, and religious backgrounds.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5250FR: The Integration of Buddhism & Psychology East & West Join in France (SDP)

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ New England, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

PSY-5250JA: Japanese Approaches to Mindfulness & Mental Health (SDP)

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5250SA: The Legacy of Race-Based Trauma Intergenerational Trauma Transmission and Community Resilience

The purpose of this course is to provide students with an opportunity to study the impact of one of the most traumatic periods in South African history. Using an ecological framework, students will examine the impact of legalized oppression in the form of

apartheid. Additionally, this course is a study of a people's agency and resilience in the face of state sanctioned terror. Students will have an opportunity to observe and examine the functioning of community-based organizations and systems with an international context, focused on the topic of healing trauma. Students will learn how the legacy of apartheid and the current social stratification continues to have a major impact on the health, education and welfare of the citizens of South Africa. Students will be exposed to the history, culture, academic and mental health systems within South Africa, as well as develop skills in critical observation, communication, and community collaboration. Students will have a beginning understanding of the impact of trauma on individuals and the intergenerational transmission of both trauma and resilience within families. We will examine a range of traumatic experiences and their differential impact based on race, ethnicity, gender and membership in oppressed groups, paying careful attention to the importance of cultural competence in clinical work with trauma survivors.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects, PSY-5450A: Community Psychology Theories and Meth

Faculty Consent Required: Y

PSY-5250W: African American Psychology

This course is designed to introduce students to African and African-American Psychology. A further goal is to introduce students to psycho-social and historical issues that often influence the mental health and behaviors of African-American people. Including some of the challenges facing African-American people and the resulting coping mechanisms, resources, and strengths. Key areas of consideration when making clinical judgments and interventions with African-American people will be assessed as well.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5250Z: Rinzai Zen Mindfulness & Stress Reduction (SDP)

The intersection between contemporary psychology and classical Buddhist ideas about the mind and mindfulness have been an area of considerable interest over the last decade. Interventions that grow out of classical Buddhist approaches (including Zen meditation) continue to grow in popularity. For instance, Mindfulness Based Cognitive Therapy has become the treatment of choice for prevention of recurrent depression in Great Britain (<http://oxfordmindfulness.org/>). In the United States many universities and medical schools, including University of Massachusetts and University of Pennsylvania, have created mindfulness-based stress reduction programs. This workshop will return to the source material for these interventions by exploring a new technique that grows directly out of classical Japanese mindfulness. It will focus on a contemporary applications of classical Zen mindfulness principles as a tool for stress reduction as developed by Takafumi Kawakami, Vice-Abbot of the Shunkoin Temple in Kyoto. Shunkoin is affiliated with the Rinzai School of Buddhism. Rinzai mindfulness practice can include reflecting upon koans (paradoxical questions or statements), samu (physical work done mindfully) and zazen (seated meditation). The day will focus on zazen practice.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5251: Black Psychology

This course examines the psychology of the African-American experience. This includes an overview of Black/African-American and African-centered psychology as an evolving field of study along with the consideration of the Black/African-American Psychology paradigm as one of the key conceptual frameworks for understanding the psychological experiences of African-Americans. Further, exploration of a range of topics that pertain to the psychological experiences of African-Americans such as racism and discrimination, achievement and schooling, kinship and family, racial identity, religion and spirituality, and African-American mental health. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African-Americans. The course includes discussions of current topics, controversies, and recent advances in African-American psychology. Throughout the course, a primary objective will be to consider how our knowledge of African-American psychological experiences can be used to promote African-American psychological health and wellness.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5252: NTU-Psychotherapy

This course is designed to provide attendees with an introduction to the philosophical, conceptual and practical foundations of NTU Psychotherapy. NTU is a spiritually-based, family focused, approach to psychotherapy that is grounded in the acknowledgement of the inherent competence that exists in all people. NTU is also a method of delivering services to families through therapeutic and psycho-educational programs and services that is framed in an "Africentric" understanding of the world. This training will introduce the NTU approach for providing mental health services to individuals and families through the use of contemporary and

ancient conceptualizations of the mind-body-spirit relationship as well as conceptualizations and techniques from Western Psychology.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5660B: Black Psychology

PSY-5255: Black Male Studies

This course includes an overview of Black masculinity and sexuality and the evolving field of Black Masculinity Studies. Colonization of Black masculinity includes image domination and lack of representation. This includes the historical construction of Black masculinity and sexuality. Further, Black male vulnerability will be evaluated as well as the history of the LGBTQ community in the African-American community. In addition, frameworks such as intersectionality that poorly attempt to describe Black masculinity and sexuality will be critically evaluated. Moreover, Dr. Tommy Curry's framework of the Man-Not will be centered in the discourse. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize Black masculinity and sexuality. The course includes discussions of current topics, controversies, and recent advances in the emerging field of Black Masculinity Studies. Throughout the course, a primary objective will be to consider how our knowledge and understanding of the psychological experiences of Black men can be used to promote psychological health and wellness.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5290: Feminist Theories in Psychology Application in Clinical Practice

Current research and empirical investigations have shown that women-identified clients in the U.S. use psychotherapy and psychological services significantly more than their male peers. Further, the American Psychological Association (APA) has established non-sexist practice as part of its ethical guidelines and standards for practitioners (APA, 2002). This higher utilization of therapy by women and gender-nonconforming clients and call for gender-affirmative practice indicate the need for therapists and counselors: (a) to understand psychological issues that affect women in particular, (b) to become knowledgeable about feminist principles and practices which, by definition, include an examination of the social, political, and cultural contexts of women, and (c) to broaden their knowledge base to include feminist perspectives on psychological theory, intervention, and client populations of women in order to become more effective therapists. The purpose of this course is to introduce students to contemporary feminist theory and the impact that feminist thought has had on psychology. Students will develop an understanding of the varieties of feminist thought, the psychology of gender, issues of power and privilege, and feminist models of assessment, counseling and psychotherapy.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5410G:
Psychopathology&Treatment(90)

PSY-5310A: Personality Theory I Psychodynamic Theories

This course is an introduction to modern psychodynamic theories of personality, beginning with Freudian and Jungian foundations, and continuing with study of self-psychology and object-relations approaches. The focus is on basic assumptions and concepts of significant theorists,

with attention also to application in clinical practice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5310H: Intercultural Transpersonal and Depth Psychology

This course provides an intercultural orientation to the unconscious, spirituality and self-transformation as seen through the lens of transpersonal and depth psychology. Utilizing Jungian psyche-centered theory the course explores the meaning of intercultural myths and symbols including dream work, active imagination, and rituals. Coursework will provide the opportunity to practice skills for developing personal inner work with the aim of furthering intercultural dialogue and clinical competence. Students will gain knowledge of a depth psychological view of intercultural personal, cultural, and transpersonal identities and its application in clinical practice with emphasis on the treatment of intergenerational trauma (e.g. legacy of slavery, racism, homophobia, religious oppression, colonization, and immigration). With the intention of expanding beyond a Eurocentric view of psyche, the class will broaden understanding of intercultural ideas about the psychic reality and non-duality, the increasing East/West/South/North dialogue in Western* psychology, and the exploration of non-Western/indigenous psycho-spiritual techniques of self-transformation. The course also considers the significant influence of various (Western and non-Western) religious and spiritual traditions that are critical to Jung's theories of the Self, complexes, individuation, the transpersonal, the collective unconscious, and the evolution of consciousness. (*West European/Euro-American)

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality I

PSY-5310J: Life as Practice Inner Work, Social Responsibility, and Community Service

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality I

PSY-5320A: Personality Theory II Comparative Contemporary Theories

This course surveys theoretical issues and clinical applications of selected humanistic, existential, cognitive-behavioral, narrative and transpersonal approaches to psychology and psychotherapy. Attention is also given to postmodern alternatives to traditional personality theories as a basis for clinical work.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality Theory I-Psychody

PSY-5320B: Advances in Personality Theory Emerging Perspectives in Spiritual & Depth Psychology

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality Theory I-Psychody

PSY-5330: Cognitive Behavioral Theory and Therapy

This course surveys contemporary cognitive and behavioral approaches to psychotherapy. In addition to underlying theoretical principles, emphasis is given to application, such as behavior modification

and cognitive-behavioral approaches to anxiety disorders and depression.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I, PSY-5320A: Pers Theory II-Comparative

PSY-5330B: Brain and Behavior: the Child

This course provides an orientation to current understandings of genetic, environmental, and biological bases of child and adolescent disorders, with particular emphasis on understanding brain mechanisms that may underlie psychological problems. Emphasis is also placed on current approaches to drug therapies for children and adolescents, to demonstrate how and where medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatments for young people are discussed, along with the risks and benefits of drug therapies. Generally offered in Winter Quarter. Required for students in MFT Child Studies Specialization; may be open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5330D: Cognitive Behavioral Theory and Therapy

The course explores the principles of anatomy, physiology, and general organization of human brain in connection with mental processes. By exercising analysis of functional systems of the brain and the role they play in forming mental activity, the course involves students into a systemic vision of the biological structure of psychological processes and association between them. The major topics include

fundamental aspects of syndrome analysis, the anatomy and functions of the brain lobes as local brain systems, and cerebral organization of complex mental activities such as perception, attention, movement, memory, speech, emotions, and cognition. This course is built as a means of evoking and developing students' personal experiences with normal and disturbed human behavior. On this ground, students will develop basic knowledge essential to creating and maintaining effective learning environments and adequate psychological responses to mental illness. The course utilizes an array of reading materials and multimedia.

Min. Credits: 2.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I, PSY-5320A: Pers Theory II-Comparative

PSY-5330K: Mindfulness in Clinical Practice

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality I

PSY-5330L: Introduction to Classical Mindfulness- Based CBT for the Treatment of Post- Traumatic Stress Disorder

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality I

PSY-5330M: Child Parent Psychotherapy (CPP) An Evidence-Based Treatment for Young Children (CS)

Childhood is a time when children's central nervous system is developing at rates that never again will occur in their lives. Experience shapes a child's brain and stress response systems. Learning self-regulation is a developmental task of early childhood and infants and young children attain social and developmental tasks in context of relationships. When infants and young children are exposed to trauma, it impacts a child's cognitive, social and emotional development. Especially impacted is a child's capacity to regulate their own emotions.

Children exposed to trauma are often left with sense of being unprotected and not worthy of protection, which causes disruptions of internal working model of the self and the caregivers. This workshop will assist students in developing an understanding of how trauma impacts cognitive, social and emotional development of a child when exposed to trauma. It will provide an overview of Child Parent Psychotherapy (CPP), an evidenced based treatment for children, birth to five, exposed to trauma.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5330P: Dialectical Behavioral Therapy

This course surveys Dialectical Behavioral Therapy (DBT) theory, a therapeutic approach developed by Dr. Marsha Linehan. In addition to underlying theoretical principles, emphasis is given to application, including the core modules such as mindfulness, emotion regulation, distress tolerance and interpersonal effectiveness. The history and development of DBT will be surveyed, including contributions made by Marsha Linehan, as well as how to treat diverse populations, including Borderline Personality Disorder, using this approach.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5320A: Personality Theory

II, PSY-5010A: Process of Psychotherapy I

PSY-5350: Systems Theories and the Family

This course presents an introduction to systems thinking, with emphasis on using the systems perspective in understanding family issues and working with families in clinical practice. The approaches of leading family therapists are explored, including observation of their work on videotape and examining their understanding of family interaction patterns. Students preparing for clinical practice are encouraged to consider applications to individual and family therapy; students preparing for applied community psychology careers are encouraged to consider applications to organizations and larger systems. This course is required for all MAP students.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5350K: Advanced Family Systems

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5350M: Systems Theory & the Family II

PSY-5350M: Systems Theory & the Family II

This course will focus on case conceptualization, assessment and treatment of individuals, couples and the family utilization systems theory. Through lecture, discussion, in class experiences and the assigned tasks, students will be asked to broaden their systemic view to include the larger community and cultural social systems. Particular focus will be on the students' increasing awareness of their own position in society and the impact of their work with client families. Students will also be exposed to diverse

diagnostic issues as it may appear in a diverse population.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5350: Systems Theories & the Family

PSY-5360D: Research for Mental Health Professionals

This course provides an orientation to research methodology for the mental health professional, focusing on developing competence in using and understanding professional research literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals; participates in the design of research on a subject of interest; and prepares a brief review of professional literature on a societally-focused topic in psychology, demonstrating mastery of American Psychological Association format.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5360E: Research for Evidence Based Practices

After successfully completing PSY 536D and its introduction to research methods and research design in mental health, this course provides an intermediate engagement to research methodology for the mental health professional. focusing on developing competence in using and understanding professional literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in

psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals? participates in the design of research on a subject of interest? and prepares a brief review of professional literature on a societally focused topic in psychology, demonstrating mastery of American Psychological Association format.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5361: Research Methods for a Diverse Society

This is an introductory course on quantitative, qualitative, and participatory action research methods. A particular emphasis is placed on sociocultural diversity and its implications for design and methods choices as well as stakeholder participation in social science research. "Sociocultural diversity" refers to the range of social locations with respect to ethnicity, race, age, gender and gender expression, sexual orientation, disability/health, socio-economic status, religious and spiritual identities, and additional manifestations of the human experience. The course is organized into four sections. Section 1 introduces students to the scientific method, the research process and the role of ethics in conducting research with human participants. Section 2 focuses on quantitative methods, including sample selection, survey development, and basic statistical methods used in hypothesis testing. Section 3 provides an overview of qualitative methods, including participant observation, interviews, focus groups, and case studies. Section 4 focuses on participatory action research (PAR). Throughout the course, various methodologies will be assessed (quantitative, qualitative, PAR) in terms of their relative strengths and weaknesses for conducting research with diverse populations and in diverse settings, including

comparative research (cross-cultural and cross-national). Readings, assignments, and interactive class sessions reinforce the focus on diversity/diverse settings. This is a required core course for students in the M.A. in Psychological Studies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5390D: Psychopharmacology

This course provides an orientation to current approaches to drug therapies for a variety of psychological problems. Topics include medications generally in use; criteria for referring patients for psychopharmacological evaluation; issues related to medication: effective cooperation with other professionals; cultural and interpersonal issues; and how and when medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatment are discussed, along with the risks and benefits of drug therapies. Required for MFT students; open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F: Assessment of Psychopathology, PSY-5410G: Psychopathology & Treatment

PSY-5400C: Process of Interpersonal Psychotherapy II

This course assists students in deepening their understanding of the process of interpersonal therapy and in developing skills in forming therapeutic relationships, dealing with resistance, deepening clients' expressions of feeling, responding to transference and counter transference, and handling termination of the therapy relationship. This course may be elected to partly fulfill the Clinical Skill

Development requirement in the MFT Concentration.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I

PSY-5400D: Process of Psychotherapy III A Relational & Gestalt Perspective

This is an elective course designed to deepen the student's skills in and understanding of relational and gestalt psychotherapy. The major focus will be in developing skills such as working in the present moment, moving toward the client's affect, following the client's agenda, sitting more comfortably with uncertainty (the therapist's and client's), recognizing and dealing sensitively and effectively with issues as they arise (including shame), exploring the relationship between therapist and client including transference & countertransference issues and understanding how context shapes our perspective and influences how we operate as therapists. In addition, the class is structured to aid students in gaining an increased awareness of and confidence in their own therapeutic style including recognizing their own limitations and how they are affecting the therapeutic work.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5400C: Process of Interpersonal II, PSY-5320A: Pers Theory II-Comparative, PSY-6200: Applied Psychotherapeutic Tech

PSY-5410D: Documentation Basics How to Write an Effective Treatment Case Note

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5410F: Assessment of Psychopathology (90)

This course introduces students to psychopathology and diagnostic assessment in accordance with DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th edition). Students will have exposure to the main classes of diagnoses, strategies to assess signs, symptoms, and psychosocial stressors, and gain introductory proficiency in psychiatric terminology, diagnostic notation, and assessment language utilized by interdisciplinary and multidisciplinary treatment teams. Discussions related to possible etiology of disturbances of behavior, cognition, perception, interpersonal dynamics, and emotional expression; and ethical and legal implications in the assessment process are included. Special attention will be devoted to the students' development of cultural and human diversity sensitivity, and awareness of the diagnostic assessment as an instrument of crucial clinical and social responsibility affecting the lives of consumers, families, and society.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5410G: Psychopathology & Treatment Planning (90)

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F: Assessment of Psychopathology

PSY-5420: Psychological Testing

This course introduces students to methods of psychological assessment in social, cultural and interpersonal contexts. A broad range of tests in use today are surveyed, considering uses, strengths, weaknesses and cultural biases. Students learn to

make effective referrals for psychological evaluations, to evaluate assessment reports critically, and to work with clients using test findings. Students may have the opportunity to take and to administer some frequently used tests. There is a testing materials fee for this class. See tuition and fees section for details. It is strongly recommended that students take this course towards the end of their program, preferably after having completed Personality I and Research Methods.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5430C: Child and Adolescent Development

This course provides a survey of physical, cognitive, social, emotional and cultural factors in the development of the healthy person from birth thru adolescence. Attention is given to selected contemporary issues in child and adolescent development, to theories of Freud, Erikson, Piaget and others, and to cultural and gender issues in development. Learning includes direct observation of children and adolescents. This is the gateway course for the Child Studies Specialization.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5430H: Cross-Cultural Infant Observation

In this class, students learn about the sociocultural matrix of infant development through sensitive, structured observation of a primary caretaker-infant pair over time, with ongoing class discussion of observations and of the process of observation. Cultural universals and cultural variability are considered in terms of students' observations of societal/parental expectations, feeding, sleeping arrangements, attachment, separation, interaction,

crying, playing, and risk. The physical development of the infant, emotional and cognitive development and the student's own experience is investigated.

Generally offered in Spring and Fall Quarters.

Required for students in MFT Child Studies Specialization; may also be open to others.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5430X: Eco-Psychology the Environment and Mental Health

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5430Y: Working With Adolescents How to Process And Treat Adolescents' Issues

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5431: The Psychology of Adoption

Adoption is a family building event that has a lifelong impact on each member of the adoption constellation: birth family, adoptive family and adoptee. There are distinct developmental, neurobiological, psychological and social/cultural/environmental implications for this population that mental health clinicians will face at social service agencies, community clinics and in private practice settings. Few graduate level clinical

psychology programs include modules on diagnosis and treatment of this group, while child and adolescent adoptees are recipients of mental health services at a significantly higher percentage than the general population. The intention of this one-day class is to contextualize psychological approaches through an adoption lens; to increase students' skills to accurately assess clinical issues that adoptees and their families may face; and learn appropriate therapeutic interventions to meet those needs from a strength-based, culturally competent framework.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5440K: Contemporary Issues of Aging

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5450: Society and the Individual

This first-quarter course provides an opportunity for students to explore the psychological effects - for self and others - of social dynamics including marginalization and privilege in relation to race, ethnicity, social class, gender, sexual orientation, and physical difference. Students complete a cultural autobiography and consider psychotherapy as a social institution as well as power and powerlessness in society. Awareness work includes attention to group process in the classroom. The intention is to provide a foundation for effective and sensitive clinical and community work with persons different from self. Required for all MAP students in the first quarter of study. Passing this class is a prerequisite for advancing to the second quarter in the program.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5450A: Community Psychology Theories and Methods

This course introduces students to the field of community psychology as preparation for work with communities on issues relevant to the diverse contemporary urban environments of Southern California. Emphasis is placed on the role of extra-individual processes (e.g., social settings, policies, laws) in understanding the social contexts which shape individual behavior. Students learn new paradigms (e.g., principles of ecology, prevention, power, and empowerment) for working with communities to promote a balance between personal, relational and collective wellbeing. Class members engage in reading and critical discussions on the role of values in their work as family therapists in the broader community. Students learn theory and skills that promote engagement of the broader community in assessing problems in the community and addressing them through ameliorative and transformative interventions. This is the gateway course for the ACP specialization. Required for all MFT students. This course is a prerequisite for all courses in the Applied Community Psychology (ACP) Specialization.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5450AA: Compassion Fatigue Taking Care While Taking Care

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery

PSY-5450CC: Grantsmanship for Non-Profits

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5450D: Community Consultation & Collaboration

This course introduces students to the role of professional psychologists as consultants and collaborators with individuals, groups, organizations, and agencies providing services to a variety of communities and constituencies (social service agencies, nonprofit organizations, mental health service providers, schools, etc.). Topics include the role of consultants and their relationship to the consultee. The course will emphasize consultation skills with attention to all phases of the consultation process: entry, assessment, diagnosis, development, intervention, and termination. The course also focuses on community-based consultation efforts, with particular attention to issues of diversity, community and school settings. Required for students in Applied Community Psychology Specialization; open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5450A: Comm Psych: Theories & Methods

PSY-5450DD: Empowerment in Community Practice

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5450A: Community Psychology

PSY-5450E: Program Development and Evaluation

The central goal of the course is to introduce students to basic principles of program development and evaluation as practiced in mental health and community service settings addressing social problems. Emphasis is on practical considerations of what can and cannot be accomplished in real-world community settings with respect to design and implementation of evaluations and the use of evaluation findings in program development. Topics include: performing a needs assessment, developing program goals and program objectives, identifying resources and funding sources, assigning leadership tasks, implementation, evaluation and revision.

Required for students in Applied Community Psychology Specialization; open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5450A: Comm Psych-Theories & Methods

PSY-5450F: Prevention and Promotion

This course introduces students to strategies, models, and methodologies used in the prevention of mental health and psychosocial problems and promotion of competence in individuals, families, and communities. The course emphasizes the importance of problem definition in the development of primary, secondary, and tertiary prevention strategies and examines how definition of problems guides the focus of prevention programming. Prevention strategies discussed include consultation, psychoeducational interventions, and empowerment. Attention is given to such issues as community violence, delinquency, adolescent pregnancy, substance abuse, and HIV/AIDS, with special attention given to needs of historically underserved and oppressed populations. Topics include: defining social problems targeted for prevention; origins, rationale, and need for prevention; fundamental

concepts and models of prevention; the social context of prevention; prevention strategies and exemplary programs across the lifespan; program evaluation; and empowerment, community mobilization, self efficacy, and social change. Required for students in Applied Community Psychology Specialization; open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5450A: Comm Psych-Theories & Methods

PSY-5450JJ: Social Justice Advocacy Skills

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5450Q: Seeing the Glass Half Full Asset-Based Community Development

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5450Z: Mental Health Paradigm in Action 21st Century Recovery Model

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5451: Coalition Building in Community Practice

This course will introduce students to contemporary theory, research and practice on community coalition building. Community coalitions have been successful

in facilitating community change through the development of long-term collaborative relationships between citizens, community-based organizations, and government agencies. Students will develop their capacity to think critically about the ways in which community coalitions are structured and function.

This course provides students with a training level of Exposure to Community Psychology Practice Competency - Collaboration and Coalition Development - The ability to help groups with common interests and goals to do together what they cannot do apart.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5450A: Comm Psych: Theories & Methods

PSY-5452: Social Policy and Advocacy in Community

Social policy includes the social welfare policies and programs of governments as well as an academic field of study. Students will be introduced to social policy-making process within the U.S. government and advocacy techniques utilized by individuals, groups, organizations and communities seeking to affect changes in policy to promote wellbeing. This course provides students with a training level of Exposure to Community Psychology Practice Competency (CPPC) - Public Policy, Analysis, Development and Advocacy - The ability to build and sustain effective communication and working relationships with policy makers, elected officials and community leaders. Related CPPC's include collaboration, organizing, coalition development, community education, information dissemination, and building public awareness.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5450A: Comm Psych: Theories & Methods

PSY-5453: The Community Narration Approach in Organizational and Community Settings

A core competency of community psychology practice is collaboration with individuals, groups, organizations, and communities. Consultants working in organizational and community settings often utilize community building tools to promote collaboration among people working within organizations and communities. In 2011, the Global Journal of Community Psychology Practice published a special issue on community psychology practice competencies which served as a catalyst for the development of practical and engaging community building tools. One such tool is the Community Narration (CN) approach (Olson & Jason, 2011) that utilizes the narrative method to deepen a group's understanding of their individual and collective identity. This one-day workshop will provide students with exposure to facilitating the CN approach, a participatory narrative technique that utilizes personal stories as well as community narratives to better understand identity and social dynamics within an organization, community, or social group. The CN approach can be used for a variety of purposes - program evaluation, visioning, strategic planning or organizational change. Students will participate in the CN approach exercise and learn how to facilitate the CN approach as part of their community practice. Students will collaboratively write a report that summarizes their experience and individually develop a work-plan to facilitate the CN approach with the organization or community of their choice.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5450A: Community Psychology: Theories & Metho

PSY-5460D: The Psychology of Disability and Chronic Illness

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5460H: Psychotherapy As Liberation & Social Transformation a Diversity Workshop

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5470: Human Sexuality

Human sexual anatomy and response, sex roles, homosexual and heterosexual behavior, female and male sexual dysfunction and contemporary clinical treatment methods for sexual problems are studied in this class. There is consistent focus on students' own beliefs, attitudes and feelings, and examination of sexual mores, ethical issues, and sociocultural issues such as heteronormativity, homophobia and gender bias. Required for MFT Concentration, open to others. This is the gateway course for the LGBT specialization.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5470C: Humor and Healing

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5480: Professional Ethics and the Law

This class provides an overview of legal and ethical issues associated with practice as a psychotherapist, counselor or psychological researcher, including latest laws, court decisions and regulations. Topics include confidentiality, child abuse reporting, record keeping, patients' rights, scope of practice, duty to warn and special ethical issues in treating children. Required for MFT Concentration. A prerequisite for entering clinical training.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5481: Advanced Ethics in Professional Practice

This course provides a deeper exploration of the ethical obligations of therapists and counselors working in the 21st century. This course will explore the differences between the CAMFT and ACA codes of ethics, focusing on the ethical obligations outlined in the 2014 ACA Code of Ethics related to ethical decision making models, cultural responsiveness, advocacy, technology, maintaining digital security, navigating social media, maintaining electronic health records, HIPAA compliance, and working with third-party payers. This course is a requirement for students in the Licensed Professional Clinical Counselor (LPCC) track of the MAP program. Prerequisites: PSY-5000AA Clinical Training Readiness

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5000AA: Clinical Training Readiness

PSY-5500B: Assessment & Treatment of Addictive Disorders

This course examines conditions in self and society associated with the use and abuse of addictive substances, particularly alcohol and drugs, and

explores a variety of traditional and nontraditional approaches and models for treatment of alcoholism and chemical dependency. Further topics include medical aspects, evaluation, theories of etiology, legal issues, prevention, and follow-up for the abuser and family. Some attention will be given to family issues of substance abuse, and to addictive issues related to work, gambling, eating and sexuality. Required for the MFT Concentration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

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

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F: Assessment of Psychopathology, PSY-5410G: Psychopathology & Treatment, PSY-5500B: Assessment & Treatment of Addi

Either Previous or Concurrent: PSY-5390D: Psychopharmacology

PSY-5500G: Understanding and Treating Addiction A Systems Perspective

This course will include an in-depth, study of family dynamics as related to addictive disorders and co-dependency. Various modalities of family therapy will be presented (family disease model, family systems model, cognitive-behavioral approach family therapy model, and multidimensional family therapy, etc). Students will learn, through lecture/discussion and in class exercises to implement a systemic conceptualization, assessment and treatment plan. They will also be afforded an opportunity to practice their learning through in class role plays.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles
Method(s): Classroom
Prerequisites: PSY-5500B: Assessment/PSY-5350:
Systems Theories

PSY-5501: Understanding and Treating Addictions Biological Perspectives

This course examines addiction from a biological perspective in order to increase understanding of addictive behaviors and guide treatment. In addition to considering heredity and trauma as biological risk factors, the ways that drug abuse changes the structure and chemistry of the brain are explored. By understanding the biochemistry and physiology of addiction, students gain insight into the progressive process from substance use to diagnosable Substance Use Disorder, including the phenomena of triggers, craving, relapse, tolerance, and withdrawal. Students learn comprehensive treatment planning and biologically-based interventions through the lens of the Medical Model and Disease Model. Harm Reduction and Medication Assisted Treatment (MAT) will be discussed and Mindfulness-based Relapse Prevention (MBRP) will be introduced as an intervention from an evidence-based, neurobiological perspective. Students will gain an awareness of common biological comorbidities that occur within this population to consider during assessment and treatment planning. Students will learn to effectively translate and articulate what they learn in order to provide psychoeducation to clients regarding the biology of addiction and recovery.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5500B: Assessment & Treatment of Addi

PSY-5502: Understanding and Treating Addictions Social, Cultural, and Political Perspectives

This course examines the etiology and treatment of addiction from a social, cultural, and political perspective. Issues of racism, sexism, homophobia, poverty, and other social stressors will be explored as risk factors that perpetuate addiction and interfere with long-term recovery. Current social and political issues will be discussed along with disparities in public policies. The impact of current social issues including the legalization of marijuana, the opioid epidemic, the privatization of the prison system and long-term impact of a drug conviction, the failure of the War on Drugs, and the implications of the Just Say No campaign will be explored. Student's ability to assess cases from a culturally competent perspective will be emphasized including the ability to integrate the effects that oppression and inequality have on sustained recovery and relapse. Similarly, the impact of the various empowerment movements on recovery will be considered. The Recovery Model, Albee's work around social issues and prevention, and Bronfenbrenner's Social Ecological Model will be applied to socially, culturally, and politically competent case conceptualization and treatment planning. This course also covers the ethics of addiction treatment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5500B: Assessment & Treatment of Addi, PSY-5450: Society & the Individual

PSY-5503: Understanding and Treating Addiction A Psychological Perspective

In this course, in order to better understand substance use disorders from a psychological perspective, addiction is conceptualized as a psychopathological, maladaptive way of coping with thoughts, beliefs, and feelings. The impact of trauma and attachment on addiction will be examined as relevant psychological

mechanisms involved in the development of addiction and the recovery process. Current evidence-based interventions including CBT, DBT, and MBRP will be introduced along with Motivational Interviewing and Stages of Change Theory as ways to help clients identify and resolve underlying psychological disorders while increasing cognitive, behavioral, and emotional functioning. Students will explore the "addictive personality" framework along with the self-medication hypothesis. Co-occurring disorders will be thoroughly covered in PSY5500E.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Either Previous or Concurrent: PSY-5430C: Child and Adolescent Development

PSY-5510B: Group Treatment Methods

The major goal of this course is to explore in depth the essential issues of group treatment and facilitation. Students will strengthen core clinical skills through participation in class discussions, through observation, participation and/or leadership of the demonstration group and through group supervision. There will be a particular focus on students' individual and interpersonal dynamics in response to the course material and process. Students will additionally explore issues related to forming a therapeutic alliance, working with client resistance, deepening client expressions of feeling, understanding transference and countertransference and handling termination of the therapeutic relationship.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I

PSY-5530A: Intervention After Exposure to Trauma

The awareness of the devastating effects trauma can create in lives disrupted by acts of nature and of man, has increased significantly during the past years.

With that awareness is the urgent need for effective methods of intervention. This course considers two therapies: Sensorimotor, created by Pat Ogden, and EMDR, created by Francine Shapiro. Emphasis is on the latter.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery

PSY-5530D: Crisis Intervention Workshop Theory and Therapy

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery

PSY-5550: Gestalt Theory and Therapy

This course is designed to familiarize students with Gestalt Therapy concepts and their application in clinical practice, as well as to provide students with direct experience of the Gestalt therapy approach. Methodologies include theory lectures, experiential exercises, clinical demonstrations, dyad work and class discussion. Participants learn about the historical context of Gestalt Therapy and its theoretical foundation, and explore integration of the theory with the clinical work through exercises and demonstrations.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5010A: Process of Psychotherapy I

PSY-5550D: Introduction to Relational Gestalt Theory and Therapy

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5580: Jungian Psychology (SDP)

This course presents the theory and practice of Jungian Psychology and explores the application of basic Jungian concepts in clinical practice. Particular emphasis is placed on the encounter with the unconscious with a focus on the students' own experience as well as on mediation of unconscious processes within the therapeutic relationship.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5580M: Spiritual Psychology and Spiritual Psychotherapy

This course explores the viewpoint that spirituality, as reflected in various traditions from around the world, suggests an alternative perspective on how one overcomes suffering and moves toward having a happy life. This viewpoint is drawn from the integration of classical yogic based meditation practice and spiritual perspective with psychodynamic, object relations, existential, humanistic, and cognitive-behavioral approaches to working with clients. Many current therapeutic methods are utilizing and incorporating mindfulness, the mental, emotional, and physical benefits of which have been empirically supported. However, various meditative traditions diverge radically from the empirical perspective in how they understand cause

and effect and the process of growth and change. In this course we explore the view that spirituality speaks directly to clinical problems and recommends the inclusion of the associated mysterious, powerful, and joyful healing experiences in our understanding of therapeutic process. We will share and discuss several clinical and personal spiritual experiences. And we will explore their therapeutic benefit and the difficulty in pinning down the mechanism of action in such instances, suggesting that activities in the spiritual realm may be apparent and experienceable while also remaining unknowable or incomprehensible in certain ways. The viewpoint taken in this course is that such phenomena should not be ignored or undervalued in mainstream psychology. We will explore contemplation as practiced in a variety of cultures and spiritual traditions. Contemplation is an entirely different way of knowing reality that has the power to move us beyond ideology and dualistic thinking. The capacity for nondual knowing that is developed through contemplation allows us to be happy, and comfortable with paradox and mystery. Spiritual masters of various traditions have taught us how all the hopes we have on the outside can be fulfilled on the inside through meditation and contemplation. Suffering can be an important and valuable source of guidance in this process, as we detach from the experience of needing external things to find fulfillment. This course will also consider the practical use of contemplative practice to identify and intervene on processes of psychological projection, as well as to intercede on binary thinking often applied to culture, gender, sexuality, class, and disability, building our capacity as therapists to be compassionate and respectful of socio-cultural differences. We will draw from and seek parallels amongst a number of the great spiritual traditions and practices drawn from a variety of cultures around the world in this workshop, including, Buddhist, Hindu-Yoga-Vedanta, Kashmir Shaivism, Sufi/Muslim, mystical Christianity, Native American and Kabbalah/Jewish Mysticism as we reflect on the concepts of spiritual psychology and psychotherapy.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5580Q: Introduction to Mindfulness-Based Relapse Prevention

Addictions - whether to alcohol, drugs, food, gambling, or other behaviors - often stem from a desire to escape our current experience. By bringing awareness to this tendency, and by finding new ways to relate to our experiences, whether pleasant or unpleasant, we can step out of our habitual tendencies, and choose a more skillful response. This workshop serves as a basic introduction to Mindfulness-Based Relapse Prevention (MBRP), an aftercare program intended for individuals who have completed initial treatment for substance use disorders. MBRP integrates mindfulness practices with cognitive-behavioral strategies to help clients relate more compassionately and skillfully to physical, mental, or emotional experiences. The workshop will consist of an experiential tour of the core practices and exercises from the eight-week MBRP program. In addition to lecture by the instructor, students will take part in various meditation practices and cognitive-behavioral exercises so they can experience MBRP for themselves.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5610A: Contemporary Perspectives on Transpersonal Psychology Integrating Principles of Eastern Yogic Spirituality With Clinical Practice

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5640E: Introducing Narrative Therapy in Clinical Practice

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5640F: Queer Counseling and Narrative Practice

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5010A: Process of Psychotherapy I

PSY-5640H: Narrative Therapy in Practice

Students will learn the underlying assumptions, the working principles, and the basic practices of engaging resource-oriented narrative therapy. This will be a highly interactive class with weekly discussion of readings, collaborative dyadic/group role-play and exercises, viewing of film and videod clinical work, and in-class instructor clinical interviews with students. Included in our studies will be narrative approaches to working with adults, children, couples, trauma, and addiction.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5010A: Process of Psychotherapy I, PSY-5450: Society and the Individual, PSY-5410G: Psychopathology & Treatment

PSY-5650: Existential Theory and Therapy

This class provides an introduction to the theory and practice of existential psychotherapy. Issues of

responsibility, death, isolation, freedom and meaninglessness are addressed, and strategies for psychotherapy with adults and couples are presented.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5660B: Couples Counseling

This course presents a variety of perspectives on the theory and practice of psychotherapeutic work with married and unmarried couples, including family systems and other approaches, and with attention to issues of sexual orientation, ethnicity and culture.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5350: Systems Theories & the Family, PSY-5010A: Process of Psychotherapy I

PSY-5670B: Introduction to Play Therapy

This workshop is designed to introduce students to an experiential model of play therapy. This model is a culturally relevant and universally useful model, as the child's play is witnessed through the universal language of symbolism and metaphor. The healing and resolution of the child's problems are resolved through the experience of play. Children naturally approach therapy as a level of play. This model uses the intrinsic task of play to access therapeutic healing benefits. Students will become familiar with the concepts and theory of the experiential model, understand the implications of therapeutic play and the role of the clinician throughout the play process as the clinician implements interventions and promotes healing and resolution of presenting issues.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5670T: Treatment of Children & Adolescents

Course provides students with the foundations of the developmental and attachment theories and clinical practice when working with children and adolescents. Students will learn clinical interventions related to the beginning, middle and end stages of treatment, including art therapy techniques when working with families, individuals, adolescents and children in multiple settings. Students are expected to build upon previous knowledge of children's developmental stages so that they familiarize themselves with representations of normative development.

Attachment theory related to the treatment of children is presented through lecture, class experiential and role-playing. Treatment guidelines and clinical interventions for specialized treatment issues such as trauma, abuse, severe mental health disorders and disabilities that integrate the art into clinical treatment are highlighted.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5680A: Child Advocacy and Social Policy

This course explores fundamental tenets of child advocacy and social policy. As a professional discipline, child advocacy fosters children's access to resources, power and education within society. Scholarly studies are examined on a broad range of societal issues related to the healthy development and education of children in society. Topics may include ethnic violence, drugs, poverty, the juvenile justice system, health and mental health care, and child abuse. The class is designed to assist students in building an ongoing professional commitment to advocating for the welfare and rights of children in society. Offered in Fall Quarter only. Required for students in Child Studies Specialization; may also be

open to others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5680J: Adolescent Suicidality (CS)

This one-day workshop examines theoretical perspectives and clinical concerns regarding the suicidal adolescent. Therapist countertransference, the psychotherapy process, community resources, and particular study of suicidal issues for gay and lesbian adolescents will be explored through readings, lecture, video clips, case vignettes, and discussion.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5680MA: Community Interventions with LGBT Youth

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

PSY-5710: Traumatic Grief and Loss

Childhood, adolescence, adulthood and aging, as distinct life stages, require different knowledge and skills to assess and treat varied traumatic grief reactions. The framework for this course involves theories of grief and loss, assessment, and intervention with children, adolescents and adults. The interplay between normal grief and bereavement, and clinical syndromes is analyzed for the purpose of developing empirically based interventions grounded in psychology values and an ethical decision making process. The effects of trauma, grief, loss, and life threatening illness on individuals, both negative

effects as well as aspects of human resilience will be examined. Students will develop an advanced understanding of the grief process experienced by people from diverse backgrounds, affirming and respecting their strengths and differences. This course is designed to help students engage clients in appropriate working relationships, and to identify needs, resources and assets for coping with traumatic grief reactions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5711: Disasters Mass Violence and Psychological First Aid

This course is an introduction to the psychological and physiological human response to disasters, mass violence and the practice of psychological first aid. Using clinical research and case histories, students will examine normal and abnormal psychological reactions, the recovery process and principles of mental health care for victims of and professional responders to mass disasters and mass violence. Differences between natural and man-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Issues of assessment, diagnosis and treatment of acute stress disorders and other trauma spectrum disorders will be thoroughly addressed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5712: Sexual Trauma and Human Trafficking

This course has been designed to explore the nature of sexual traumas. A foundation and exploration of

the sociological and psychological underpinnings and perspective of sexual crimes is provided to further understanding of the physical, emotional, psychological, and spiritual trauma experienced by victims of sexual crimes and human trafficking. A grounded and well-informed understanding of methods involved in recruiting potential victims, the interplays of control, specific terminology in the field, and narrowing the focus to discussing the different strategies of human trafficking will be presented.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5713: Trauma Ax/Tx Across the Developmental Spectrum

This course will introduce students to the core concepts (general theory and foundational knowledge), which informs empirically supported assessment and intervention with traumatized children, adolescents and adults. Trauma is broadly defined, and includes exposure to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events across the developmental spectrum. This course will examine the effects of trauma on emotional, cognitive, neurological and physical human systems. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5714: Exploration of Post Traumatic Growth

Recently the field of trauma psychology has directed research and attention beyond recovering from PTSD and traumatic experiences to the possibility of post-traumatic growth. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to come through healing and end up wiser, stronger, more fulfilled, and with a deeper meaning to their lives than they had before trauma event. This course provides an overview of the theory and research of individuals' positive reactions to trauma--often called trauma transformation, self-reinvention, positive life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5715: Mind/Body Treatment Interventions with Trauma Survivors

In 2013, the DSM-5 published a new definition of trauma, changed the diagnostic criteria for PTSD (for children and adults) and established a new category for Trauma and Stressor-Related Disorders. Instead of being seen as a form of anxiety, symptoms associated with a traumatic event are considered to be the result of a brain injury that impacts an individual's mind and body in clinically significant ways. As a result, mental health professionals are faced with reconceptualizing ways to enhance the quality of their therapeutic relationships; and providing more effective treatment, assessment, intervention and resolution of symptoms presented by trauma survivors. This course will present research regarding the theory of trauma as a brain injury, discuss how traumatic events impact individuals on physical, mental, and emotional levels, explore how interpersonal neurobiology can enhance the

therapeutic relationship, and demonstrate effective mind/body treatment interventions such as: Deep Breathing, Full Body Muscle Relaxation, Mindfulness Meditation and Visualization Techniques, Journal Writing, Mirroring, Family Sculptures, EFT and EMDR.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5716: Using a Trauma-Informed Approach to Targeting Therapy-Interfering Behaviors

Recent advances in trauma treatment have highlighted a need for clinicians to go beyond learning the basic principles and interventions associated with empirically-based protocols and be prepared to treat the complex, multi-disordered client that doesn't fit neatly into clinical trials or academic studies. Researchers have highlighted rates of substance abuse, expressed anger, treatment drop-out, dissociation, therapy ruptures and other symptoms can be higher in clients with a history of trauma, and can lead to negative treatment outcomes in trauma treatments, if not addressed. Therapists treating adults with a complex trauma history utilizing exposure-based treatments (CPT, EMDR, PE, or DBT) are often faced with therapy-interfering behaviors not covered in basic training manuals. These behaviors need to be identified, conceptualized, and addressed with a trauma-informed lens. This course addresses the key problems of retention, motivation, and commitment when applying trauma-focused recovery. It will provide an overview of the current research and methods of addressing several therapy-interfering behaviors, teaching clinicians how to safely observe, describe, and address them with a guiding therapeutic frame grounded in recent advances in trauma treatment. Content will also explicitly address the role of clinical "burnout", vicarious trauma,

compassion fatigue and trauma informed-ecological systems in working effectively with highly traumatized populations, providing discussion and insight on therapist burn-out as a treatable and preventable part of ethical practice

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5717: Attch-Inf. Grief Therapy

The goal of this workshop is to deepen students' understanding of the relationship between early childhood attachment and grief reactions. This course will explore how attachment styles inform one's ability to integrate, adapt to and accommodate a significant loss. Students will identify the difference between natural and complicated grief and the role of attachment in the mourning process. Students will learn clinical applications, treatment models, and interventions to treat grief through an attachment-informed lens. This workshop will also address cultural considerations in attachment styles, grief reactions, the mourning process and treatment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects, PSY-5713: Traumatic Grief and Loss

PSY-5718: Trauma and Addiction

The goal of this workshop is to deepen students' understanding of the relationship between substance use disorders and trauma histories. In this course, students will be exposed to complex trauma disorders and current treatment models for both addiction and trauma. This workshop will broaden awareness about the biopsychosocial factors that impact trauma, addiction and relapse prevention. This workshop will

also incorporate dual-diagnosing trauma-related and substance use disorders, as well as how to simultaneously treat both. Additionally, the course will address neurobiological factors that contribute to substance use and how shame perpetuates the addiction cycle. Furthermore, there will be discussion around viewing addiction through a trauma lens, thus reducing shame surrounding addiction, and how that improves treatment efficacy and outcomes.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects, PSY-5500B: Assessment and Treatment

PSY-5720H: Treating Internalized Homophobia in Relationships LGBT Approaches to Domestic Violence

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5720P: Domestic Violence Child, Intimate Partner, and Elder

This hybrid course has been designed to foster a grounded and well-informed understanding of the individual and inter-generational effects of domestic violence in children, intimate relationships, and the elderly and to equip mental health professionals to recognize, assess, and effectively intervene in these cases. The course will begin by presenting a global perspective on violence and oppression and interventions being utilized around the world. It will then narrow the focus to issues specific to intimate partner, elder, and child abuse within the United States. There will be 2 full day class meetings along with four online learning modules, which consist of reading, viewing, researching, and responding. The course will conclude with a final paper of approximately 9-12 pages.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

PSY-5721H: Family Violence & Abuse within LGBTQIA Communities

This hybrid course will foster a well-informed understanding of the individual and inter-generational effects of family, with a special emphasis on how members of the LGBTQIA community are affected by these. Intersectionality of race, ethnicity, class, culture, ability, and other cultural groups will be explored as it applies to family violence. Family violence includes intimate partner violence (IPV), child abuse, adult dependent abuse, and elder abuse. Students will develop an understanding of family violence, including myths and misconceptions about various forms of family violence, the cycle of violence, and traumatic bonding. Students will begin to understand the dynamics that lead to adult victims staying in abusive relationships and why abusers abuse and the role of internalized homo/bi/transphobia in these processes. This course will teach students how to help LGBTQIA clients dealing with these issues develop better self-esteem. This class will train mental health professionals to recognize, assess, and effectively intervene in cases where abuse is occurring. Resources (or lack thereof) for LGBTQIA clients dealing with family violence will be identified and explored. Mandated reporting requirements for child abuse, elder and adult dependent abuse are discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: PSY-5470: Human Sexuality

PSY-5725: Mind/Body Treatment Interventions With Trauma Survivors

Greater recognition has been given to the understanding that the mind/body interaction has

important implications for the way we view health, wellness and the way we prevent illness and treat disease. Recently, a variety of integrative mind-body intervention modalities have emerged that are increasingly employed in the treatment of PTSD. This experiential course is designed to introduce students to mind/body interventions. They will learn strategies to skillfully work with thoughts, emotions, and sensations, while developing their capacity to enhance mind-body awareness of present-moment experience. They will study theory and research in the field of mind/body treatment and the emerging science that shows promising, beneficial effects for trauma survivors. Further, this course provides knowledge and skills to effectively examine and apply theories and models of mind/body treatment in clinical settings.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5730D: Clinical Applications of Winnicott's Thinking

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5730K: Melanie Klein Object Relations for Relational Therapies

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5730S: Introduction to Attachment Theory

Early attachments have a profound effect on the nature and quality of relationships throughout life. Secure attachments in infancy foster healthy relationships in adulthood, while insecure attachments, trauma and loss hinder the development of healthy relationships and may lead to emotional disorders. This workshop focuses on the development of early attachments and their effect on subsequent relationships, as well as clinical implications for effective treatment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery

PSY-5730T: Attachment and Affective Neuroscience

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5750E: Psychoeducational Groups and In-Service Training Development

This course introduces students to fundamental elements of designing and implementing psychoeducational programs for the general public and allied professionals (educators, social service agency personnel, etc.). The course emphasizes a hands-on approach, as each student develops a psychoeducational program or in-service training on a topic of his or her choice. Topics include: the fundamentals of group training, audience assessment, how to develop topics, how to generate effective handouts and audio-visual aids, presentation skills, and evaluation and assessment.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5450C/PSY-5450A: Community Psychology

PSY-5770G: Jungian Dream Work

Carl Jung believed that dreams were meaningful expressions of the unconscious psyche—the source of creativity, memory, desires, and collective myth. This workshop provides students with an opportunity to explore the therapeutic value of Jungian dream work techniques. The intention is to support students in their creative process, psychological awareness, and personal growth. Each student is encouraged to gain an increased appreciation of creative uses of dream work for personal and clinical practice.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5770H: Working with Dreams on Multiple Levels

This course is designed to teach students how to work with dreams from an individual process standpoint, a family relational and process perspective, and a community and ecological perspective. This workshop is two fold: process and technique. The process piece will focus on: 1) How to understand and work with the relational/intersubjective dimension of dreams. 2) How to establish the therapeutic dream framework with children, families, and community. 3) How to work with affect expressed in dreams. 4) How to work with transference and counter-transference issues and dreams. 5) How to decide your approach to dream work, what language to use, and how to really contact/integrate the Unconscious. The technique piece will focus on how to work with clients experiencing issues with trauma and nightmares, family conflict and dysfunction, and community level distress. The workshop will address three techniques

for dream decoding; and three types of dream work from individual, family, and group perspectives.

Overall this workshop should load your tool bag with new ways and techniques to work with dreams, a dimension of clinical practice so often overlooked.

The Workshop will make use of readings, lecture, video presentations, role play, and class discussion.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5430C: Child and Adolescent Development

PSY-5800: Beyond the Diagnosis Dementia's Impact on Families and Interventional Strategies for therapy

This course focuses on providing students with an overview of dementia and issues encountered by families of patients with a dementia diagnosis. Topics include the impact of dementia for individuals/families, psychosocial impact of caring for a person with dementia (with an emphasis on stress), relationship issues, and social issues. At the end of the course, students will have working knowledge of the process of dementia, stages of dementia and their correlation to challenges faced by families, community resources, and theoretical models and useful interventional strategies (i.e. advocacy training) for working with individuals and families impacted by dementia.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5810J: Inner Theater Working with Active Imagination (SDP)

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5810N: The Creative Arts in Psychotherapy Using Movement, Games and Art to Create Change

Increasingly, mental health practitioners are using various creative arts in conjunction with therapy. This workshop examines how visual arts, movement, drama and theater improvisation techniques can be incorporated into the therapeutic practice as positive healing tools in processing emotions, experience, and behaviors. This course will also introduce narradrama, a method in drama and narrative therapy that integrates action methods and the creative arts. The course will examine the benefits of using these new action-oriented and creative tools in therapy both theoretically and practically. A portion of the day will be spent with hands-on experience to allow students to grasp the power of these tools and to experience the effects of applying these methods.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5840: Therapy as a Profession Disorders

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5860C: Dynamics and Treatment of Eating Disorders

This course is designed for the student who wants to understand and implement a psychodynamic approach in the treatment of eating disorders. Etiology and treatment of anorexia nervosa, bulimia, and compulsive overeating are explored from the perspectives of object relations theory, self psychology, and attachment theory. Essential medical, family and social characteristics of eating disorders are considered.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5880C: Profiles of Self-Injury

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5890S: Trauma in Childhood & Adolescence

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects, PSY-5430C: Child and Adolescent Development

PSY-5900B: Treatment of HIV/STD Related Clinical Issues with LGBT Clients

HIV continues to be a public health crisis in the United States that has disproportionately affected the LGBTQ community since its inception. While much has changed in the availability and types of treatments that now make HIV a chronic non-lethal disease, infection rates continue to remain steady at approximately 40,000 new infections per year. Most of these new infections are within the gay male community. However a disproportionate number affect MSM Latino and African-American men as well as the transgender communities. While the disease is now medically manageable, the psychosocial needs of the LGBTQ individuals living with and affected by HIV deserve clinical understanding and attention on the role of possible oppressions related to various identity components of each individual and how this might influence physical and mental health to support a self-valuing

LGBTQ sense of self. An LGBTQ affirmative position empathically and clinically appreciates the often complex interplay and trauma-related responses between sexual orientation, gender, racism, socioeconomic challenges, religion, sexual abuse and the still powerful stigma attached to HIV and LGBTQ identities. This workshop will be facilitated from a broad-based perspective that encourages understanding of issues related to the treatment of HIV-infected and affected populations with the LGBT community. We will specifically consider the psychological, social and cultural influence of HIV on the LGBTQ community. Therapeutic skills will be taught that will assist student clinicians with a basic framework with which to provide compassionate and ethical treatment of HIV and co-occurring sexually transmitted diseases including the advances to prevention through the administration of PEP and PrEP protocols.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5910: Grief and Loss

The goal of this workshop is to introduce students to the study of grief and loss. Topics include current theories of normal and complicated grief; factors influencing grief reactions; funerals; bereavement following the death of a child; the death of a parent; death by violence; support groups and therapeutic intervention.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5910A: Grief and Bereavement for Adults and Children

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5910D: Childhood Grief and Loss

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5920: Working With Adult Survivors of Child Sexual Abuse

This workshop reviews research on the prevalence and incidence of childhood sexual abuse, presents both object relations and cognitive restructuring models of psychotherapy with survivors, and addresses issues of transference, counter-transference, compliance with reporting laws, and post-traumatic stress disorder treatment for adult survivors of childhood sexual abuse.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5930BB: Affirmative Addictions, Treatment Sensitization, and Skills Workshop

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5930DD: Multicultural Mental Health

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

PSY-5930FF: LGBT Clinical and Psychological Wellness Across the Lifespan

This course presents a hands-on overview of contemporary LGBT issues across the lifespan, as seen in clinical practice. Using a developmental framework, various issues are explored in a chronological fashion, from the developing psychology of the proto-LGBT (as well as queer and questioning) child, all the way through adolescence, midlife and issues of older adulthood, unique to the LGBTQQ experience. This course is equal parts theory and process. Not only does it cover relevant developmental models and LGBT-affirmative theories, it also explores the lived experience of various LGBT issues from both a personal and clinical point of view. Key to this class is the philosophy that good treatment must include self-awareness on the part of the clinician, which enables true empathy for the client. To this end, the class includes opportunities for students to reflect on their own life experiences and the meanings they make of them. Additionally, it looks at how these issues show up in psychotherapy (both in private practice and in clinic work). Through lectures, readings, class exercises, writing and much discussion this course works to understand the multiple layers of LGBT identity and experience in cross-cultural context, and how they interact with each other, and how they evolve over the course of one's life.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

PSY-5930GH: Bisexual Affirmative Psychotherapy Affirmative Therapy in an Era of Sexual, Gender and Cultural Fluidity

This one-day workshop will explore the social and political context in which today's counselors will provide affirmative therapy to bisexuals and others who identify as sexually fluid. Theories of bisexual identity development, myths about bisexuality, patterns of bisexuality, and post-modern concepts of

sexual fluidity will be discussed. In addition, bisexual mental health issues will be examined in the context of their intersections with gender fluidity and cultural diversity. Workshop participants will explore ways of providing bi-affirmative therapy that is trans-affirmative and culturally competent. This workshop will incorporate both didactic instruction and experiential learning opportunities.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality

PSY-5930K: Healing Historical Oppression in the LG BT Communities

This course explores how LGBT historical (and current) oppression negatively affects personal development of LGBT individuals through the experiences of minority stress. This process will be explored with both systemic and psychodynamic lenses. Although the labels included in LGBT (and any number of other labels) communities have not always existed, people with non-heteronormative or non-cisgender identities have always existed through history. A therapist with the ability to help clients reclaim LGBTQ+ history can help in psychological healing through providing twinship, altering internal objects, and healing the internal split, thereby reducing internalizing homo/bi/transphobia. The historical treatment of LGBT people in psychotherapy and psychiatry will be explored, as well as ways to navigate how this manifests in negative transference. Through learning in this course, students will learn to deliver interventions that help in building the self-efficacy of LGBTQ+ individuals through historical/cultural appreciation and understanding.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

PSY-5930PP: LGBT Soul Psychology the Alchemy of Same-Sex Love, Bi-Love and Gender Variance

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5930QQ: Therapeutic Process with Transgender Clients (LGBT)

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality

PSY-5930SS: Working with LGBTQIA Clients Theoretic Applications

This course will study and apply literature from a wide variety of theoretical orientations (psychoanalytic, self psychology, CBT, humanistic, existential, sex therapy, and narrative) to clinical work with LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally) clients/patients. An integration of theory is important to the effective treatment of LGBTQIA clients/patients. The historical context of ideas will be discussed, especially in relationship to the LGBTQIA-Affirmative movement. Intersections of socio-cultural factors that influence minority mental health will have a strong emphasis. Clinical concepts to be discussed in context of working with LGBTQIA clients include (but are not limited to): unconditional positive regard, the unconscious, true/false self, self-object transferences, negative cognitions & schemas, intersections of identity, multiculturalism, empowerment, egalitarianism, homeostasis, and externalization) as they relate to LGBTQIA psychological healing. This course meets the additional process class, representing an alternative theoretical orientation (2 units) requirement for students. This course meets the

LGBT Specialization elective unit requirement.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5320A: Pers Theory II-Comparative, PSY 5470: Human Sexuality

PSY-5930X: Contemporary Mental Health with Queer Women

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5930Y: Lgbt Addiction Recovery an Affirmative Approach to Healing and Transformation

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

PSY-5930Z: Affirmative Psychotherapy

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

PSY-5931: Intersex Clients Biomedical, Ethical and Psychological Considerations

It is postulated that anywhere between 1 in 1500 and 1 in 2000 children born have a disorder of sexual development (DSD). Intersex is a general term used for a variety of conditions (or DSDs) in which a person is born with a reproductive or sexual anatomy or biology that differs from stereotypical female (i.e. vagina, uterus, breast development and menstruation

during puberty and estrogen as primary sex hormone) or male (i.e. penis, testicles and testosterone as primary sex hormone). The purpose of this course is to introduce psychology students to what intersex people face, medically, socially and psychologically. This course will help emerging clinicians confront their biases, particularly around sex, gender and disability. Topics covered in this one day workshop include: (1) the differences/similarities between sex, gender identity, and gender expression (2) the contemporary language used by the intersex community (3) the social, psychological, and medical aspects of being intersex (4) ethical perspectives of medical and psychological treatment of intersex patients (6) introduction to the diversity of disorders of sexual development (7) application of LGBTQI affirmative psychodynamic/depth theory to clinical work with intersex clients.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality

PSY-5932: Lesbian Love, Identity, Sexuality Working with Clients

Students will enter into a journey that aims to honor the Lesbian as a whole and complete person with her own psyche, soul, developmental organization, historical, and unfolding liberational potential. As part of this journey, students will be provided with a rich and textured Lesbian- affirmative theory of Lesbian identity and psychological development, charting a potential path on how therapists and their clients alike can learn how to embody a healthy and eroticized Lesbian sense of self. We will examine some of the ways in which psychoanalytic theorists such as Freud and others have attempted to explain the phenomenon of erotic love between women promulgating the millennial homophobia that denies Lesbians her own personhood, thus continuing the tragic legacy of internalized lesbianphobia and misogyny for women who love women. We will also examine ways in which modern Lesbian-affirmative

theorists and activists have heroically worked under oppressive conditions towards a reclaiming of Lesbian selfhood by tackling these heterosexist and lesbian-phobic psychological dilemmas. This workshop will introduce students to how to work with the particular trauma associated with growing up Lesbian in a heterosexist and heteronormative world by working with the idea of The Sapphic Complex, a concept of lesbian development, in order for budding therapists to learn how to help all Lesbians achieve self-liberation within the clinical setting.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality

PSY-5933: Dismantling Privilege and Oppression Within LGBT Communities

This class is designed to provide students with culturally competent affirmative methodology to work clinically with LGBT people of color and other people struggling with oppressions related to identity, difference and disadvantage. In keeping with the LGBT Specialization mission, the class will employ an integral approach based in psychodynamic/Jungian methodology that also utilizes strength-based methodologies such as CBT, family systems, narrative therapy and existential humanist Interventions. This synthesis will assist in effectively and therapeutically honoring the unconscious and feeling life as it relates to LGBT core traumas and the attempt to survive homophobic and heterosexist world cultures, alongside the effects of multiple oppressions such as racism, sexism, ableism, ageism, and the intersection of religion/spirituality/family and other psychosocial concerns impacting LGBT clients. Students will be asked to explore LGBT multiculturalism through theory (via a mastery of the existing literature) and application (in the treatment planning assignments). This will include a validation on the cultural contributions in contemporary and ancient times by LGBT people of color. And, throughout the class,

there will be significant focus on student self-awareness in regard to one's own personal/cultural/sexual history vis-à-vis cultural diversity, as well as biases and attitudes related to LGBT people of diverse cultures and backgrounds through an attitude of ongoing attentiveness towards one's own internalized homophobia, lesbianphobia, biphobia, transphobia, heterosexism, sexism and toxic shame as it intersects with racism and resulting multiple oppressions in the lives of LGBT people of color. To this aim, postmodernism and Queer Theory can be supportive in deconstructing heteronormativity and unjust power and other forms of colonialism. However, the class goals are in line with the LGBT Specialization's stance that these orientations are best employed in support of LGBT Studies and the study of the unconscious psyche, in an effort to not reinforce dominant heterosexist attitudes undermining LGBT affirmative identity and healing.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality

PSY-5934: Affirmative Therapy Exploring Sex and Gender

This course will help students learn how to address the clinical concerns that arise for transgender, gender nonbinary, and intersex clients growing up in an endocisheteronormative world. Students will learn how to confront the cissexist and endosexist parts of themselves in order to avoid harmful enactments in the therapy room. Students will learn to be able to address internalized shame in their transgender, gender nonbinary and intersex clients. Topics will include understanding the biological, essentialist, socially constructed, and behavioral parts of identity, helping clients manage microaggressions, assisting clients with transition (social, legal, and medical), and application of affirmative theory to clinical work with transgender, gender nonbinary, and intersex clients. Exploration of how intersectionality with

other minority statuses (race, ethnicity, ability, class, etc.) will be addressed throughout the course. The course will primarily include lecture and discussion with occasional role-plays.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470: Human Sexuality, PSY-5310A: Personality Theory I: Psychody

PSY-5940K: Buddhism and Psychoanalysis in Dialogue Implications for Current Clinical Practice

Buddhism and psychoanalysis both provide technologies and practices that promote psychological mindfulness and self-realization. While these two traditions are steeped in cultural perspectives that are radically different in some respects, a significant and growingly lively courtship between psychoanalysis and Buddhism has been taking place through theoretical discourse as well as the emergence of Buddhist informed principles into clinical practice. This workshop overviews aspects of the history of this relationship, considers varying perspectives on ideas such as ego, self, neurosis, mindfulness, and self-realization. The clinical implications of an integrative (East/West) depth psychological modality will be explored. There will also be the opportunity to practice classical mindfulness-based exercises.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5940M: Frontiers in Integrative Depth Psychology

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality Theory I- Psychology

PSY-5940P: The Shadow Side of Spirituality a Clinical Consideration of the Traumatizing Legacy of Organized Religion

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5940S: The Embodied Spirit Integration of Mind, Body, Brain and Spirit & the Emergence of Authenticity

Emerging research demonstrates the integration of science and spirituality; specifically the physiological basis for mindfulness practice. Expanding on these findings, this workshop is designed to explore mind/body/spirit integration utilizing the chakra system as a framework for understanding the ways that various aspects of our human experience manifest through our physical form. Students will explore somatic therapeutic techniques including tracking, somatic resourcing, non-verbal attunement, and somatic countertransference as ways to integrate their learning into the clinical setting. Students will have the opportunity to explore these concepts through reading and reflection as well as experiential practices (including dyadic work) that directly access the body's innate wisdom including movement, sound, and breath work.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5940W: Introduction to Jungian Sandplay Therapy

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5940X: Depth in Nature Trauma, Somatic, Mindfulness, & Equine Assisted Psychotherapy (SDP)

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

PSY-5960: Independent Learning

PSY 5960 A/B is the course designation for independent study directed and evaluated by a faculty member or approved evaluator. The learning activity may be designed to incorporate workshops, seminars or undergraduate classes with appropriate additional graduate-level reading and writing. The first independent learning activity in a student's program is designated 5960A, with subsequent activities as 5960B, C and so on. (To register for PSY 5960, the student must submit Form A, Permission to register for Independent Learning Activity, with signature of the appropriate faculty member.)

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

PSY-5971: PTSD Military and the Family

This hybrid course has been designed to provide a well informed understanding of military culture and its environment, chronic effects of posttraumatic stress, and the traumatic legacies of war and terror on

the service member and their families. Topics included, but not limited to, are post traumatic stress, cooccurring substance use disorders, dissociative disorders, sleep disturbances, anger and aggressive behaviors, sexual assault, moral injury, and suicidal intentions. The course also surveys prevention related interventions that are utilized to promote resilience.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: PSY-5220A: Perspectives: Trauma and Its Effects

PSY-5990: Master's Document

PSY 5990 is the course designation for approved independent work on the Master's Thesis or Master's Project under the direction of a faculty member. Students may elect 4-12 units over one or several quarters of study, but may register for no more than 6 units in a single quarter. Required for students in MPIC; may be elected by others. (To register for PSY 5990, Form K with appropriate signatures is required.)

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Thesis / Dissertation

Program Approval Required: Y

PSY-6200: Applied Psychotherapeutic Techniques

PSY 620 A/B is the course designation for clinical training practicum in marriage and family therapy providing experience in psychotherapeutic counseling of individuals, couples and/or families under professional supervision. The training takes place in an approved clinical training site and generally includes participation in staff meetings and training activities. The student's first training site is designated 620A with subsequent traineeships in different settings as 620B, C and so on. Prerequisites: PSY 501A, PSY 541, and PSY 548, as well as

attendance at the Clinical Training Orientation and PERFECT meetings.(To register for PSY 620, the student must submit Form D, Permission to register for MFT Traineeship and the Clinical Training Agreement.) 9 units are required for MFT Concentration students; a maximum of 18 units may be elected with no more than 6 units in a single quarter.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Clinical Training

Prerequisites: PSY-5000: Clinical Training Orientation,PSY-5000AA: Clinical Training Readiness,PSY-5000A: PERFECT Workshop,PSY-5010A: Process of Interpersonal Psychotherapy,PSY-5310A: Personality I,PSY-5410F: Assessment of Psychopathology,PSY-5410G: Psychopathology and Treatment Planning,PSY-5480: Professional Ethics and the Law

Corequisites: PSY-6210: Clinical Practicum

PSY-6210: Clinical Practicum

This required course is the in-class component of the field-based clinical training experience and must be taken concurrently with it. Through the use of structured discussions and peer and instructor-provided consultation, this course is designed to enhance and support the students' clinical experiences by providing academic oversight. The course will address issues of professional development, supervision utilization, and it will offer training in case documentation and case presentation.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Clinical Training

Prerequisites: PSY-5000: Clinical Training, PSY 5000AA: Clinical Training Readiness,PSY-5000A: PERFECT Workshop,PSY-5010A: Process of Interpersonal Psychotherapy,PSY-5310A: Personality I,PSY-5410F: Assessment of Psychopathology,PSY-5410G: Psychopathology and Treatment Planning,PSY-5480: Professional Ethics and the Law

PSY-6230: Personal Psychotherapy

PSY 6230 A/B is the course designation for students registering to fulfill the MFT Concentration psychotherapy requirement. Students gain experience as a client in individual, conjoint, family or group psychotherapy provided by a licensed therapist throughout the 12-week quarter, at a minimum of one hour per week. If a student begins work with a second therapist or changes to a different form of therapy with the same therapist, the new learning activity is designated PSY 6230B. (To register for PSY 6230, the student must submit Form C, Permission to register for Personal Psychotherapy.) Students in MFT Concentration are required to register for two or more quarters of PSY 6230.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Clinical Training

PSYC (Psychology-SE)

PSYC-3100: The Counseling Role

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing and practice, as well as additional practice assignments, supplement the readings. HS; PSY

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-3200: Loss & Grief Interdisciplinary Perspective and Grief

Physiological, psychological, social and ethical perspectives on the process of dying and bereavement. Students identify different coping styles with each developmental stage in the life cycle

as a response to attachment and loss, and examine the individual in the context of gender, family, culture and spirituality. Class time includes an off-campus weekend retreat. HS; PSY; SPI

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-3801: Social Science Research Methods

An introduction to the theory and methods of social research. Students learn and practice skills needed to evaluate the research others have conducted and design research projects to answer questions about social issues. HDL; HS; LOS; PSY; SOJ.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4230: Biological Systems & Human Health

Designed to introduce the basics of human biology as a basis for understanding contemporary issues in health and disease. Topics such as human physiology, cellular biology and Mendelian genetics will help students appreciate how the body maintains a healthy balance, and how disturbances of this balance underlie disease. Biomedical approaches to treating disease will be addressed, while discussing modern diseases such as diabetes, obesity, HIV and other infectious diseases, immune system disorders, heart disease and environmental health effects.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4240: Health Psychology & Promotion

The course provides an overview of health issues as they relate to psychology from a lifespan perspective. Developmental challenges and opportunities will be integrated into presentation of health concerns that present at different stages of the life cycle. Emphasis is on the biopsychosocial model for understanding health and disease. The course will also address professional roles and programs/settings designed for health promotion.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4250: Neuropsychology

An overview of the central nervous system in terms of its structure and function including the study of the relationship between neurophysiological processes and behavior, behavioral dysfunctions and related mechanisms, and approaches will be presented.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

PSYC-4260: Ethics in Professional Settings

Focuses on the ethical and responsibilities of being a competent professional in a diverse and changing world. A variety of ethical concepts and applications are explored, using case studies to grapple with ethical dilemmas and consider the most effective way to handle those situations in practice. Students will learn to integrate personal and professional values with ethical reasoning and decision-making across different professional domains.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4300: Frontiers in Cognitive and Social Psychology

Provides an overview of classic findings and new frontiers in research in cognitive psychology (the study of perception, attention and memory) and social psychology (the study of individual behavior in group contexts, group behavior and associated phenomena). Attention to the application of research bases to a range of diverse settings, populations and problems will be addressed.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

PSYC-4400: Applied Statistics

Statistical data analysis in psychology begins with decisions in research design and their implications. Issues, controversies and solutions in research design and quantitative data analysis will be examined in the context of communication in collegial communities. Topics include levels of measurement, central tendency and variability, probability and distributions, correlation and regression, hypothesis testing, t-tests, analysis of variance and covariance, multivariate methods and non-parametric methods. Students explore key statistical issues and solutions such as violations of assumptions, data transformation, effect size, power calculation, and multiple comparisons. Students learn to do basic data analysis using SPSS.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Online (asynchronous), Classroom

PSYC-4800: Special Topics: Psychology

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4920: Lifespan Development

Traces the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum on which crises and change, coping and adjustment occur within a social context. Students address how a developmental perspective informs them of important lifespan issues. This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy.

HDL;HS; PSY

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4940: Abnormal Psychology

Introduces students to the theories and concepts of human behavior, as understood in the field of psychology. Topics include: defining abnormal behavior; understanding the historical context; reviewing psychological models and forms of assessment; delineating the major categories of abnormal behavior; treatment interventions; and social, cultural, ethical and legal issues related to this area of study. This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HDL; HS; PSY

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-4950: Psychology Field Experience

Students work in a social services setting under the supervision of a qualified professional to develop an understanding of the roles, rules, requirements, and systems in place to assist clients and participants. A consultation supports students doing a minimum of

65 volunteer hours in a professional setting where psychology is utilized to assist others. With instructor support, students identify and secure their Psychology Field Experience site during the previous quarter; and complete paperwork outlining the negotiated duties, responsibilities, and expectations of the roles they will undertake.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Field Study

PSYC-7010: Foundational Clinical Skills

Psy.D. students entering with a BA will learn foundational clinical skills including in-depth practice in active listening and rapport building skills. Students study mental status examination, case formulation, consultation, supervision, treatment planning, and principles of clinical documentation. In addition, students learn about the field of professional psychology, covering topics such as psychologist specialties, professional organizations, and licensure.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7020: Social Justice & Cultural Competency I

Social Justice & Cultural Competency I provides a socio-historical models in which to conceptualize clinical practice. In this first class, the student explores the historical roots of contemporary mechanisms of oppression and begins to frame psychological practice within a historic framework. There is also an introduction to the current models of social justice within the field of psychology. In addition, students review the history of the United States with an emphasis on the development of systems of privilege.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7010: Foundational Clinical Skills

PSYC-7030: Social Justice & Cultural Competency II

Social Justice & Cultural Competency II is an introduction to contemporary cultural competency theory, including critical race theory, stereotype threat, implicit bias, and socioeconomic disparities in education, economy, and health. In addition, the course reviews models of power/privilege and identity development. By the end of this quarter, students integrate both a historical and contemporary understanding of cultural competency with an emphasis on clinical practice implications.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7020: Social Justice & Cultural Competency I

PSYC-7050: Cognition and Affect

Classic and current theories, implications and research on cognitive and affective bases of behavior. Also examines the constructivist views of thoughts and emotions. Topics include history of scientific bases of cognition and affect, developmental bases of cognition and affect, and memory.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7110: Assessment: Intelligence

Introduces students to fundamentals of assessment with a focus on intelligence testing using the Weschler Scales. Covers test construction, psychometrics, history of assessment, contemporary

controversies in assessment and assessment with diverse populations. Includes lab credit (1) to support student learning of assessments outside of class time.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7210: Psychopathology, PSYC-7350: Psychometrics

PSYC-7130: Assessment: Personality

Introduction to personality assessment using objective measures. Includes administration, scoring and interpretation with specific focus on applications with diverse populations. Includes lab credit (1) to support student learning of assessments outside of class time.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7110: Assessment: Intelligence

PSYC-7150: Assessment: Projective Testing & Practice

Introduction to projective assessment with a focus on the Rorschach. Includes training in the Exner scoring and interpretation system. Includes lab credit (1) to support student learning of assessments outside of class time.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7110: Assessment: Intelligence, PSYC-7130: Assessment: Personality

PSYC-7170: Assessment: Integration & Practicum

Students complete a battery of assessments, learn to draw inferences from multiple measures and provide

feedback to clients and referral sources. The class offers an opportunity to conduct full psychological assessments, learn to draw inferences from multiple measures, and provide feedback to clients and referral sources. Includes lab credit (1) to support student learning of assessments outside of class time.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7130: Assessment: Personality

PSYC-7200: Biological Bases of Behavior I Clinical Medicine

An overview of health and the mind-body connection that relates to clinical psychology, integrating anatomy, physiology, and pathophysiology as they influence psychological and physical health including the effects of stress, resilience, and promoting the integration of psychological and medical issues.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7210: Psychopathology

This foundational course introduces students to the multi-axial diagnostic system of the Diagnostic and Statistical Manual (DSM). The emphasis is on understanding, identifying, and accurately diagnosing adult psychopathology through differential diagnosis. Descriptive psychopathology is complemented by readings on current research, theory, multicultural factors, and treatment planning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7220: Biological Bases of Behavior II Psychophysiology

Focuses on the biological bases of behavior and provides foundational knowledge in the areas of neuroanatomy, neurophysiology, and neurochemistry. Students become knowledgeable about issues surrounding research on the biological basis of behavior so they can become critical consumers of new information in this area.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7200: Bio Bases Behav-I Clin Med

PSYC-7230: Psychopharmacology I

Introduction to the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7200: Bio Bases Behav-I Clin Med, PSYC-7220: Bio Bases Behav-II Psychophys

PSYC-7240: Learning Theory

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous)

PSYC-7250: Lifespan Development I - Child

Part one of a two-course series on human development. Students focus on prenatal development through adolescence. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive and moral growth.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7260: Lifespan Development II- Adult

Part two of a two-course series on human development. Students focus on young adulthood to geriatric life. Social, cultural, biological, cognitive and psychological issues of adulthood and aging are presented.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7250: Lifespan Development I - Child

PSYC-7270: History and Systems of Psychology In Psychology

This course provides an overview of various philosophical foundations and historical trends in European and North American psychology. Psychological theories and practices, schools of thought, and paradigms will be studied as cultural artifacts, social products that both reflect and influence the historical eras in which they are embedded. Students will learn about cultural history and utilize that approach to study aspects of academic psychology, applied psychology, philosophical psychology, and psychotherapy.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7280: Psychopharmacology II: Drugs of Abuse

This course focuses on the psychopharmacology of drugs of abuse, both legal and illegal. It covers hypothesized neurological pathways of addiction, issues of tolerance, detoxification and withdrawal, physiological assumptions of common models of treatment and maintenance and medications used for treatment and relapse prevention.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7230: Psychopharmacology I

PSYC-7300: Ethics

The legal and ethical issues in the conduct of professional psychology are considered within the context of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7310: Quantitative Statistics & Analysis I

This is the first of two courses on methods used in quantitative research in psychology. Students explore how to design and carry out ethical research, how research questions are made operational, how appropriate designs are chosen, and how data files are set up and data analysis is planned.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7320: Quantitative Statistics & Analysis II

This second course on methods used in quantitative research in psychology explores a variety of quantitative designs and both bivariate and multivariate statistics.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7310: Quantitative Statistics & Analysis I

PSYC-7330: Qualitative Methods & Analysis I

The first in a two-course series on methods used in, and strategies for data analysis for, qualitative research in psychology. Students focus on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. They design a qualitative study and begin data collection. Includes an introduction to computer-aided qualitative data analysis.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7320: Quantitative Methods and Analysis I

PSYC-7340: Qualitative Methods & Analysis II

This course is the second in a two-course series on approaches to, methods used in, and data analytic strategies for qualitative research in psychology. The focus is on data analysis and research reporting from within qualitative traditions such as grounded theory, case study, narrative, phenomenology and ethnography. Published qualitative research will be read for content as well as reporting styles. Students will design their own qualitative study, integrating

and applying learning from qualitative traditions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7330: Qual. Methods & Analysis I

PSYC-7350: Psychometrics

The theory and technique of psychological measurement.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

PSYC-7360: Social Psychology

This advanced course in social psychology examines research on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7370: Group Processes and Therapy

After reviewing basic research on group processes, students will deepen and broaden their knowledge and experience of group therapy and group theory. Focuses on specific applications of different types of therapeutic groups and particular populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7410: Individual Differences & Personality Theory I

The first of a two course series. This course introduces students to some of the major theories of individual differences and personality, and to the historical and cultural contexts in which the theories developed. Included are psychodynamic, cognitive behavioral, and humanistic theories, as well as important related theories that are less well known.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7420: Individual Differences & Personality Theory II

The second in a two course series. This course introduces students to additional major theories of individual differences and personality, and to the historical and cultural contexts of the theories' development. Included are systemic, feminist, trait theories, and related theories as well as important related theories that are less well known.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7410: Individual Differences & Personality Theory I

PSYC-7450: Advanced Ethics

Builds upon the foundational ethics course by focusing on the application of ethical and legal knowledge and decision-making in the practice of clinical psychology.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7300: Ethics

PSYC-7530: Integrated Behavioral Health Psychology

This course explores the Integrative Behavioral Health models of care with specific emphasis on Primary Care Behavioral Health (PCBH), population health principles, and PCBH interventions and Behavioral Health Consultant (BHC) roles in health promotion across broad multicultural child and adult populations. Biological bases and the longitudinal implications of common and chronic medical illnesses and evidence-based PCBH interventions for these conditions are addressed. Research on stress, inflammation, and health from a bio-psycho- social perspective and the effects on the long-term health of populations will be studied.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7630: Forensics Psychology

This course will provide a broad spectrum of various types of practice in the forensic psychology arena, including an understanding of the basic concepts of forensic practice and associated case law. We will explore ethical principles that are unique to the practice of forensic psychology. We will discuss forensic evaluations in litigation issues including the following: -Criminal practice, such as evaluations for competency to proceed to trial, competency to plead, and competency to be sentenced -Evaluations regarding a defendant's mental state at the time of crime (insanity and diminished capacity) -Civil commitment grounds and evaluations for civil commitment -Civil commitment of Sexual Violent Predators: the grounds for commitment, evaluations for commitment, and disposition of detainees -Evaluations for determination of child custody and/or visitation agreements -Evaluations for parental fitness -Evaluations for emotional damages for personal injury claims -Evaluations for workers' compensation (Labor & Industry) claims -Discussions regarding the justice system and how it works or does not work, the

federalist system, the appellate court system, and grounds for appeal of cases -Discussions of significant appellate court cases in the State and Federal System We will have several guest speakers in various areas of forensic practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7650: History of War and Traumatic Stress Injuries a Social Justice Perspective

This cross disciplinary course represents the first-ever exploration into the perplexing history of war stress injuries and repetitive military mental health crises that have plagued generations of the warrior class and American society since the turn of the 20th century. A social justice framework is adopted when examining the underlying factors believed responsible for cyclical failures to meet mental health needs including mental health stigma, disparity, and antiquated dualistic policies of mental and physical health that negatively impact military and civilian populations alike. The aftermath of military experiences in war have traditionally had a profound influence on a broad range of postwar policies and professions such as medicine, psychiatry, psychology, social work, occupational therapy, neurology, nursing, pastoral care, journalism, sociology, history, etc. What is the likely impact from the current wars, and how might our views of mental health change?

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7670: Pediatric Psychology: Best Practices

This is a general survey course in pediatric psychology. Children and adolescents present unique challenges to psychologists working in school, community, outpatient, and inpatient settings.

Presenting issues may include neurodevelopmental disorders (e.g., autism, ADHD, and learning issues), anxiety, depression, trauma, parent-child conflict, other behavioral/emotional challenges, And medical challenges (e.g., Crohn's Disease and diabetes). Among the topics presented will include specific assessment, treatment, and intervention strategies (e.g., assessment of ADHD and autism, play therapy, applied-behavioral analysis, parent/school/physician collaboration, classroom/learning interventions, and pediatric psychopharmacology. This course aims to expand upon the teachings of PSYC-7760 (Developmental Psychopathology) as well as the program's other courses in assessment, psychopathology, and clinical interventions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7680: Clinical Neuropsychology

This course serves as an introduction to the field of clinical neuropsychology. Topics will cover functional neuroanatomy, the neurologic examination, the clinical interview in neuropsychology, pertinent behavioral observations (identifying neurologic signs), domains of neuropsychological assessment, how to administer and interpret the most widely used tests from each domain, and integrated neuropsychological report writing. We will review the neurologic and psychiatric disorders that frequently present for neuropsychological evaluation and the empirically supported techniques that can help manage and treat them. Subspecialties within clinical neuropsychology such as rehabilitation psychology, forensic neuropsychology, and pediatric neuropsychology will also be covered. Ethical and cultural considerations will be considered throughout the course. The emphasis on functional neuroanatomy is based on the assumption that, despite my best efforts, many of you will choose a specialty outside of clinical neuropsychology. Psychologists are experts in the study of the mind, yet few have a good grasp on the

machinery that powers it. A detailed understanding of functional neuroanatomy is important for psychologists from all subdisciplines and essential to a comprehensive understanding of cognition, emotion, and behavior. This class will also focus on specific neurologic signs and syndromes such as agnosia, amnesia, aphasia, apraxia, etc. Students will acquire knowledge through lectures, video and audio case examples, explanation and demonstration of the neurological examination by a neurologist, human brain dissection (if possible), demonstration of a neuropsychological evaluation, practiced neuropsychological test administration, reviewed interpretations of neuropsychological test data, and supervised report writing.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7760: Developmental Psychopathology

The second part in the psychopathology series providing a detailed examination of contemporary research from a developmental psychopathology perspective toward understanding the risk and protective factors involved in the etiology of psychopathology across the lifespan.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7210: Psychopathology, PSYC-7250: Lifespan Development I - Child

PSYC-7800: Interventions I

An overview of an integrative approach to the assessment and treatment of adults in developing an individualized, culturally sensitive treatment plan, including diagnostics, clinical judgment, research evidence, and patients' characteristics, values, and context.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7300: Ethics, PSYC-7410: Personality Theories I, PSYC-7420: Personality Theories II, PSYC-7210: Psychopathology, PSYC-7170: Integrated Assessment

PSYC-7820: Interventions II

An advanced exploration and refinement of the approaches initially studied in Theories I.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7800: Interventions I

PSYC-7840: Interventions III

Designed to give students a comparative look of the main psychotherapeutic approach studied and specific applications. It also expands the context of application to include biological, developmental and socio-cultural influences. Cutting-edge research and development are pursued.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7820: Interventions II

PSYC-7900: Special Topics

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYC-7910: Professional Seminar I Clinical Psychology

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts, and overall application of the concentration area content. Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7300: Ethics, PSYC-7210:

Psychopathology, PSYC-7760: Dev

Psychopathology, PSYC-7030: Social Justice & Cult Comp II

Corequisites: PSYC-8010: Supplemental Supervised Experience

Program Approval Required: Y

PSYC-7920: Professional Seminar II Clinical Psychology

Students apply information acquired in theory classes to clients in the Antioch Community Counseling and Psychology Clinic or its satellites. Individual and group supervision is provided. Seminars cover current topics and evolving trends around early career issues in clinical psychology. Students will give case presentations and work on developing case conceptualization skills in order to prepare for a simulated Clinical Oral Examination to their classmates.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7910: Professional Seminar I

PSYC-7930: Professional Seminar III Clinical Psychology

Students apply information acquired in theory classes to clients in the Antioch Community Counseling and Psychology Clinic or its satellites. Individual and group supervision is provided. Seminars cover current topics and evolving trends around early career issues in clinical psychology. Students are refining case conceptualization, treatment planning, and case presentations skills that culminate in a second simulated clinical oral examination.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7920: Professional Seminar II

Corequisites: PSYC-8010: Supplemental Supervised Experience

PSYC-7980: Practicum: Prior Learning

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. Prerequisites: Earned mental health M.A. and prior approval of instructor to ensure M.A. meets practicum equivalents.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

PSYC-7990: Independent Study

Students work with faculty to design a course in an area of their interest not covered in the Psy.D. curriculum. An opportunity to add depth in an area of interest.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

PSYC-8000: Supervised Experience

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, youth and family service agencies, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families. There is a fee of \$200 for this course.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

PSYC-8010: Supplemented Supervised Experience

Students register for this course when they choose a practicum, pre-internship or internship site that requires additional supervision for the hours to count toward graduation or licensure. Registration guarantees the availability of one supervisor with appropriate credentials. Prerequisite: prior approval of instructor.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

PSYC-8035: Assessment Lab

Students participate in this lab course and develop applied skills in psychological testing administration, scoring, interpretation and report writing. Students participate in practice exercises, role-plays, and do case report analysis collaboratively with their peers. Students develop professional consultation skills.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Lab

Prerequisites: PSYC-7110 Assessment:

Intelligence, PSYC-7130: Assessment:

Personality, PSYC-7170: Assessment: Integration

PSYC-8040: Community Psychology

Psychology in the community context, with special attention to community mental health, prevention and delivery systems for psychological services. Central topics include: primary and secondary prevention delivery; the role of psychologists as change agents implementing actions to bring about greater social justice; and the political and regulatory aspects of psychology.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7800: Interventions I, PSYC-7820: Interventions II, PSYC-7840: Interventions III, PSYC-7220: Bio Bases of Behavior II- Psychophysio

PSYC-8060: Consultation and Supervision

Students learn the basic philosophy behind different approaches to consultation and clinical supervision. Special emphasis will be devoted to ethical issues and contractual agreements associated with organizational and individual consultation. Students will be required to develop presentation of a training topic or other consultative issue and deliver a portion of that presentation for the class. All students learn about and participate in peer consultation. At the end of the class students articulate their own philosophies of clinical supervision.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-7800: Interventions I, PSYC-7820: Interventions II, PSYC-7840: Interventions III, PSYC-7910: Professional Seminar I, PSYC-7920: Professional Seminar II, PSYC-7930: Professional Seminar III

PSYC-8071: Professional Issues in Career Management Career Management

This course prepares students for professional life as early career psychologists. Topics covered include life-long learning and deliberate practice, professional image, community engagement and advocacy, participation and leadership in professional organizations, self-care and work-life balance, professional writing and publishing, and business planning for professional practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

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

PSYC-8420: Pre-Intern Diss Continuation

Pre-Internship Dissertation Continuation This status signifies not-for-credit enrollment for doctoral students engaged in the dissertation process, but who have not yet engaged in formal internship. The status authorizes faculty advising and consultation outside of the seminar classes as well as work with dissertation chairs and committee members.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Program Approval Required: Y

PSYC-8440: Dissertation Continuation

Dissertation Continuation This status signifies not-for-credit enrollment for doctoral students engaged in the dissertation process. The status authorizes faculty advising and consultation outside of the seminar classes as well as work with dissertation chairs and committee members. The required fee for Dissertation Continuation status is \$1000.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Thesis / Dissertation

Prerequisites: PSYC-8902: Dissertation Seminar II: Proposal

PSYC-8901: Dissertation Seminar I: Prospectus

To be taken concurrently with WRTG-8901. This required course is the first of two sequential seminars where students actively engage in the Doctoral Dissertation process. This course provides a framework for developing each component of the Prospectus and teaches organization, research, and collaboration skills necessary for its completion. Students will gain committee chair approval of their Prospectus by the end of the course, and should schedule their first dissertation committee meeting soon after the end of the course.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: WRTG-8901: Writing the Diss. Prospectus

PSYC-8902: Dissertation Seminar II: Proposal

To be taken concurrently with WRTG-8902. This required course is the second of two sequential seminars where students actively engage in the Doctoral Dissertation process. This course provides a framework for developing each component of the Proposal and teaches organization, research, and collaboration skills necessary for its completion. Students will gain committee chair approval of their Proposal by the end of the course, and should schedule their second dissertation committee meeting soon after the end of the course.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Prerequisites: PSYC-8901: Dissertation I: Prospectus, WRTG-8901: Writing the Dissertation

Prospectus

Corequisites: WRTG-8902: Writing the Dissertation Proposal

PSYI (Psyc Integrative Studies)

PSYI-5600: ISP Seminar

Provides a conceptual, intra- and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each student's chosen role in the field, including specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. The seminar provides students with a sense of community, an orientation to graduate school and support throughout their studies. Continues over six quarters (excluding summers).

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYI-5950: ISP Practicum

The practicum courses offer the student an opportunity to build a body of knowledge and experience in the field of ecopsychology and cultural studies. They run concurrently with the three second-year track courses and require the student to create an experiential practicum that relates specifically to the course content. Examples of the 3-credit practicum can be framed as: participation in a vision quest, shamanic training, internship with a relevant nonprofit organization or the creation of an independent study that expands the course content. There is some flexibility in that the student may design a 9-credit practicum that spans the year of coursework and, with the variable credit option, can start their practicum in the summer quarter between the first and second year curricula. Repeatable for up to 9 credits.

Min. Credits: 1.0 **Max Credits:** 9.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

PSYI-5970: ISP Application Project

The application project is the culminating project for students in the Integrative Studies in Psychology specialization. Students design a project in collaboration with their degree committee and project evaluator. The application project can be a creative project, a formal research thesis or an internship. The student's academic adviser must approve the project design before the student registers for application project credits.

Min. Credits: 1.0 **Max Credits:** 9.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

PSYI-5990: Independent Study

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

PSYI-6400: Introduction to Ecopsychology In Psychology Applied Ecopsychology

Ecopsychology is the emerging synthesis of concerns in the fields of psychology, ecology and the environmental movement. Ecopsychology broadens the context of traditional psychological perspectives to include the human relationship with the other-than-human world in historical, theoretical and applied

aspects. Note: this course can be taken by CMHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYI-6430: Indigenous Perspectives and Global Psych

Explores the assumption within ecopsychology that in order to heal ourselves, our culture and our earth we must find a way to shift our current worldview to one that is in relationship with a systemic worldview. Surveying other cultural worldviews and exploring their perspectives on human development and psychological well-being informs the transformational aspects of this course. Students also look at issues of environmental justice and the psychological implications that our cultural practices and values impact the lives and environments of other communities and cultures around the world. Students explore the issue of cultural appropriation and develop a well-informed personal perspective in regards to ecopsychological practices that are perceived as appropriating from native cultures.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PSYI-6440: The Psychology of Climate Change

Climate change has become a central issue in political, environmental, cultural, social and personal circles. Students address how ecopsychology can bring potentially healing practices to what is becoming known as the climate crisis. Beginning with an exploration of the scientific foundation of climate and the impact of increased carbon emissions, the student begins to clarify their own position in relationship to this pervasive issue. Students ask the question; how can we facilitate the

kind of cultural transformation necessary to address this crisis? And, how does knowing that we are participating in changing nature and causing harm affect the development of a healing relationship with nature?

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PY (Psychology - General)

PY-5580: DMT with Children & Adolescents

This course will present a theoretical and experiential exploration of several specific areas of child, adolescent and family development, examining how each area is interrelated and interdependent. Attention will be given to dance/movement therapy and counseling approaches with specialized populations of children, adolescents and families in a variety of settings and larger systems.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-5800: Expressive Arts Therapy I

This course focuses on the clinical use of creativity and imagination through the arts (body-movement, drama, art, poetry, journaling, music, sound and sand play) for assessment, counseling and transformation. Individual and group work with diverse developmental and diagnostic populations will be addressed. Multiple theoretical frameworks are woven together and applied through an actively experiential approach.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6181: DMT & Systemic Approaches to Crisis and Trauma

This course will present dance/movement therapy and systemic approaches for crisis intervention and trauma. The roles, responsibilities, and techniques in providing trauma-informed interventions with individuals, couples, family, groups, and community-based strategies will be highlighted. Prevention models utilizing approaches rooted in affective neuroscience relevant to the embodied impact of trauma will be of particular emphasis.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6181Q: DMT & Counseling Approaches to Crisis and Trauma

This course will present dance/movement therapy and systemic approaches for crisis intervention and trauma. The roles, responsibilities, and techniques in providing trauma-informed interventions with individuals, couples, family, groups, and community-based strategies will be highlighted. Prevention models utilizing approaches rooted in affective neuroscience relevant to the embodied impact of trauma will be of particular emphasis.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PY-6190: Developmental Perspectives in Dance /Movement Therapy

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6210: Transgender Experiences An Introduction

This course will give students the opportunity to develop awareness of identities related to sex, gender, gender identity, and gender expression. Utilizing research and theory, there will be a focus on the bio-social-cultural-psychological factors that shape gender experiences and influence self-understanding throughout the life span. Trans-affirmative therapists will know the history of the transgender and queer movements, be able to trace the development of the oppressive relationship between the medical and trans communities, and be well versed in the justice movements to reform.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

PY-6220: Working with TGNC Families An Introduction

This course will examine the broader social contexts affecting many transgender family constellations. Culturally responsive strategies to address more common family clinical issues can include (but are not limited to): family's adjustment to coming out at any age, mixed orientation or gender identity in romantic relationships, relational ambiguity, family planning, and parenting transgender children. This course has a two-day residency component. For those who are local to the residency location, no overnight travel is required; for those coming from a distance, overnight travel may be required.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

PY-6230: Gender in Context an Intersectional Approach

This course will explore the intersectionality of trans-identity within larger community systems, and how that relates to mental health. Systems of privilege and oppression that have resulted in transphobia and cissexism will be explored. Students will also develop skills to build safe communities and develop trans-affirmative resources. Particular areas of focus may be in family law and family policy, working with groups of individuals and families, and in collaborating with multiple systems levels in clinical work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

PY-6240: Trans Affirmative Clinical Practice an Introduction

Utilizing trans-affirmative models of clinical practice, students will learn about foundational practices and principles of providing therapy to transgender individuals and their families. We will critically examine the cultural context, including systems of power and privilege, within which these practices have been discovered and constructed. A central focus will also be on self-of-the-therapist, ethical practice, and client advocacy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous), Online Meeting (synchronous)

PY-6806Q: Theory and Practice of DMT I Theoretical Origins

This course will introduce the student to the evolution of dance/movement therapy theory from its historical roots through current and progressive perspectives. Major founders, their contributions, and

the impact of historical, cultural, and societal trends on the emergence of the profession will be an ongoing emphasis through both experiential and didactic methods. The course will also build a beginning understanding of the contemporary intersection of dance/movement therapy with body/mind disciplines, psychology, and neuroscience. The relationship of the student as an individual, group member, and future dance/movement therapist to the material of the course will be an ongoing, underlying theme.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PY-6807: Foundational Theories of DMT Al Origins

This course will introduce the student to the evolution of dance/movement therapy theory from its historical roots through current and progressive perspectives. Major founders, their contributions, and the impact of historical, cultural, and societal trends on the emergence of the profession will be an ongoing emphasis through both experiential and didactic methods. The course will also build a beginning understanding of the contemporary intersection of dance/movement therapy with body/mind disciplines, psychology, and neuroscience. The relationship of the student as an individual, group member, and future dance/movement therapist to the material of the course will be an ongoing, underlying theme.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6810: Professional Seminar in ABA 3

Students will be provided small-group supervision (groups of 5 or fewer) to partially fulfill the mentoring requirements for BCBA exam eligibility.

Students will be required to bring video samples of their fieldwork for review, feedback and discussion. This experience is designed to further students' understanding and generalization of the principles of applied behavior analysis; as well as to provide the opportunity for heuristic learning and application of their knowledge. The area of concentration for this seminar is motivating operation and verbal behavior.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6810C: Professional Seminar in ABA 4

Students will be provided small-group supervision (groups of 5 or fewer) to partially fulfill the mentoring requirements for BCBA exam eligibility. Students will be required to bring video samples of their fieldwork for review, feedback and discussion. This experience is designed to further students' understanding and generalization of the principles of applied behavior analysis; as well as to provide the opportunity for heuristic learning and application of their knowledge. Students will assess their preparation for examination as a Board Certified Behavior Analyst through a case presentation and faculty feedback. A maximum of 15 hours of supervision may be earned as part of this course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6822B: Advanced DMT Seminar Professional Identity

This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective

practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online (asynchronous), Classroom

PY-6822BQ: Advanced DMT Seminar Professional Identity

This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training, Online (asynchronous), Classroom

PY-6825: Advanced DMT Seminar Tity

This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online (asynchronous), Classroom

PY-6870B: MFT Internship Seminar I

The summer's Seminar will focus on aiding students in making the transition from the Practicum to the Internship. Students will be provided with support in taking on a more active clinical role with client-systems and, during the summer, each student will write an internship learning contract. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6872: Dance/Movement Therapy & Systemic Approaches to Addictions Treatment

This course will provide a basic foundation of the etiology, assessment, diagnosis, and treatment of substance abuse and addictions through bio-psycho-social and systems models of theory and practice. Emphasis will be given to the stages of change, embodied and systemic approaches, and the personal, social, and cultural attitudes and stereotypes that are often associated with substance abuse and addictive disorders.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6890A: MFT Internship Seminar III

This is a continuation of Internship Seminar (previously known as Professional Seminar) in Marriage & Family Therapy. Students will complete and present their theory of therapy papers and their

application to a client case from their internships. Issues related to professional practice in the current mental health climate will be introduced. Students will begin to formulate plans for continued professional growth and mentorship with the goal of working toward the LMFT in their region of practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6900: SIS - Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-6905: SIS-Supervised Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-6908: SIS-Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-6910: Practicum in ABA I

Students admitted to the ABA Program with internship, must participate in a practicum totaling at least 1000 hours over the course of the fall, spring and summer semesters at an approved site.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6911: Practicum in Applied Behavior Therapy I

The objective of this course is to provide students with an applied application of the principles of behavior analysis. Students will be provided the opportunity to apply the content they have learned in the classroom and an implement it in an applied setting across various populations and contexts. The content of practicum will provide students with the opportunity to apply their knowledge of assessment, evaluation, and implementation of behavior analytic principles. It is expected that students will be able to implement and interpret the effectiveness of behavioral interventions in an applied setting after the completion of this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6920: Practicum ABA 2

Students admitted to the ABA Program with internship, must participate in a practicum totaling at least 1000 hours over the course of the fall, spring and summer semesters at an approved site.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6921: Practicum in Applied Behavior Therapy II

The objective of this course is to provide students with an applied application of the principles of behavior analysis. Students will be provided the opportunity to apply the content they have learned in the classroom and an implement it in an applied setting across various populations and contexts. The content of practicum will provide students with the opportunity to apply their knowledge of assessment, evaluation, and implementation of behavior analytic principles. It is expected that students will be able to

implement and interpret the effectiveness of behavioral interventions in an applied setting after the completion of this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6930X: Practicum / Internship Continuation, DMT

This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6931: Internship in DMT I

This Internship is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6931A: Internship in DMT II

Internship II is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online

(asynchronous),Classroom

PY-6932: Internship in DMT I

This Internship is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-6933: Internship in DMT I

Internship II is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online
(asynchronous),Classroom

PY-6934: Internship Seminar in DMT II

This course is comprised of both a 700-hour supervised 6-9-month dance/movement therapy internship in a clinical setting in keeping with the standards of the American Dance Therapy Association and clinical supervision via online forum discussions and group video conference supervision via Zoom. In addition, this course will provide an opportunity to examine the range of professional experience and assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective

practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training, Online
(asynchronous),Classroom

PY-6950A: Internship II Lab Counseling DMT

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6951A: Internship in Counseling

This course is comprised of both field work with clinical supervision at an approved site, as well as supervision and learning in a classroom setting. Students must complete a minimum of 450 total hours at their approved site, with a minimum of 120 hours of that time spent providing direct service to clients. The classroom / courseroom small group supervision focuses on the student's personal and professional growth, development of skills, behaviors, and attitudes of a professional counselor, as well as the role of a counselor-in-training.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-6980B: MFT Internship I

Restricted to continuing MFT II students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-7010: Psychology of Veterans

This workshop considers the population of current and former sailors, marines, soldiers, and airmen to be a special population with a unique culture that merits understanding in order to competently care for these individuals. We will focus on understanding this culture and how this understanding can inform our work with military personnel with trauma-related mental health issues such as PTSD and military sexual trauma. The problem of suicidality among this population will be discussed. In addition, special emphasis will be on female sailors, marines, soldiers, and airmen and the mental health challenges they face. Therapies addressed in this workshop will include Cognitive Processing Therapy. The concept of Moral Injury will also be explored.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7020: Historical-Social Context Psychology

This course explores modern psychology's historical, philosophical and social contexts. Influenced by contemporary theories from histories and philosophies of science, this course on Psychology's history eschews the common, "presentist" narrative of a science. Instead, students will learn and discuss psychology's contingent manifestations in time and space, its varied, contingent, Eurocentric, and often-conflicting social practices, and how these have affected and been affected by structures of history, culture, scientific discourse, and human interests. The course also covers the history of major figures and movements in psychology since the nineteenth century, leading up to contemporary phenomena such as feminist, ethnic-racial diversity, and indigenous psychologies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7040: Adventure Therapy

Adventure Therapy is a modality of therapy that assists clients in interpersonal and intrapersonal discovery through engagement with the natural world and intentional metaphoric activities. This weekend course involves a survey of the field, relevant history and practitioners, and engages students in both outdoor behavioral healthcare research and kinesthetic, cognitive and affective discovery. Students should be prepared to be learning in both indoor and outdoor environments through small group and individual activities

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7100: Biological Foundations of Clinical Psych

This is a doctoral level course dedicated to Discipline-Specific Knowledge in the scientific psychology foundation of biological aspects of behavior. This goal is achieved through the critical examination of the structure and function of the nervous system and related systems; the role of the nervous system in sensory transduction, movement, sleeping, memory, learning, cognition, and emotion; and finally, through a critical examination of the role of the nervous system in selected psychopathologies (e.g., seasonal affective disorder, depression, anxiety, chronic stress reactions, and so forth.) A particular emphasis is placed on learning the scientific language of physiological psychology, the methods of study and analysis, as well as learning basic central nervous system neuroanatomy. The course topic sections are all anchored by primary source materials from peer-reviewed empirical American Psychological

Association (APA) journal articles in biological science, representing the current state of original empirical work in this area.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7140: Clinical Psychopharmacology

This weekend course will focus on the clinical uses of psychotropic medications in the treatment of anxiety disorders, unipolar and bipolar affective disorders and psychotic disorders. The mechanisms by which abused substances affect the body and drugs used in the treatment of substance abuse disorders will also be covered. The basic biology underlying these disorders will be presented as part of the discussion of the therapeutic mechanisms of drug action. An important component of the course will be differential diagnosis, especially identifying non-psychiatric factors which may affect the symptom presentation and which must be brought under control before a clear diagnosis can be reached.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: PY-7100: Bio Found Clin Psych

PY-7180: Human Sexuality and Sex Therapy

This course is designed to help students develop a broad appreciation for the complexity of human sexuality and sex therapy. The aim is to understand the development and context of one's sexuality and to enable the individual to sharpen his/her self-identity and clinical skills based on this knowledge. Moving beyond a "homework assignment" mentality of traditional sex therapy, students learn to think about sexual dilemmas as complex interpersonal and intergenerational realities. Sexual problems become but one of many important "elicitation windows" through which individuals and couples begin to view

their sexual "problems" as developmental challenges and interlocking binds. We will compare and contrast this systemic focus with traditional cognitive-behavioral and analytic methods. Alternative views and categories of dysfunction, beyond the DSM-5, will be examined.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7190: Advanced Seminar-Health Psychology

This course provides an overview of the burgeoning field of clinical health psychology and behavioral medicine. There will be a focus on the delivery of clinical services in an interdisciplinary healthcare setting, with an emphasis on the role of the psychologist as consultant to a variety of medical personnel. Topics to be reviewed include the psychophysiology of stress, the stress-illness connection, psychoneuroimmunology, the psychology of pain, treatment adherence, and psychosocial variables in chronic health conditions. In addition, the factors mediating the health-illness continuum will be examined, with particular emphasis on the psychology of wellness. Students are introduced to various tools of the trade, including biofeedback, relaxation training, meditation, clinical hypnosis, and psychophysiological psychotherapy. Diversity in its array of forms and manifestations within health care suffuses the course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7200: Cognitive and Affective Aspects of Behavior

This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive

psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This course is not a course on cognitive therapy.)

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7300: Personality-Theory and Assessment

This course will provide an overview of critical concepts, theory and knowledge about personality structure, dynamics, change and development. Using case examples, the assessment and diagnosis of personality will be explored through the integration of test data, interview, history, and theoretical understanding. The course is designed to facilitate the student's development of a viewpoint that can be related to treatment issues and concepts of health and maladaptive behavior. Specific theory topics include: drive theory; ego psychology; object relations theory; interpersonal theory; self psychology; social constructivism; biological/evolutionary; and French post-structuralist and feminist perspectives on personality theory. The theories will be examined regarding issues of individual differences and group differences, including differences in culture, gender, sexual orientation, and social and economic class.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7310: Psychopathology & Behavioral Disorders

This course presents an integrated bio-psycho-socio-cultural model of psychopathology. After critiquing the strengths and weaknesses of DSM-5 and ICD-

10, this course focuses on the etiology of and diagnostic criteria for the most prevalent psychiatric disorders of adulthood and childhood, including: neurodevelopmental, schizophrenia spectrum, bipolar, depressive, anxiety, obsessive-compulsive, trauma and stressor-related, dissociative, somatic, eating, sexual, gender dysphoric, impulse, substance-related, neurocognitive, and personality disorders. Through the use of clinical vignettes, students will further develop their capacity for making reliable differential diagnoses. In order to encompass a diversity of viewpoints, as well as identifying cultural expressions of distress, the treatment of psychopathology is presented from biological, cognitive-behavioral, feminist, and psychodynamic perspectives.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7320: Psychological Development

This course approaches behavior in infancy, early childhood, adolescence and adulthood through the framework of a Life Span Developmental theoretical orientation. Classical developmental theories as well as issues in development such as emotional, social, cognitive, and moral growth are examined within this context. The student learns about clinical and theoretical problems in development through required readings and case material.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7720: Psych in the Community

This course examines psychology in the community context, with special attention to community psychology, prevention, and psychological services delivery systems. Central topics include primary and secondary prevention, the community mental health

center movement; the role of psychologists outside the consulting room; issues in service delivery and managed care; and the political and regulatory aspects of psychology.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7730: Introduction to Interprofessional Care

Introduction to Interprofessional Care is a one-credit course for first year doctoral students in clinical psychology who would like to have an experience as a member of a healthcare team in the unique culture of primary medical care. Many who choose this program will be considering participating in the Major Area of Study in Behavioral Health Integration and Population Health (MAS). It consists of between one day per week of service in a primary care or other outpatient medical setting performing the duties often associated with the role of Community Health Worker. The specific duties and schedule will be assigned by the host practice. The course in its pilot year proved to be an exciting opportunity for students to learn the culture and processes of primary care, and to develop skills in supporting patients in healthy behaviors. It gave the primary care practice in which the students were placed important additional workforce for patient care. Should a site require a background check and drug screening, the department will facilitate the student(s) getting the required checks which the student(s) will fund themselves.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7750: Special Topics-

The Special Topics courses change from term to term according to student and program interests. Details about a particular Special Topics course are found in the Syllabus each term.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7755: Special Topics Advance Seminar

The Special Topics Advanced Seminar courses change from term to term according to student and program interests. Details about a particular Special Topics Advanced Seminar course are found in the Syllabus each term.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7770: Human Diversity & Clinical Enterprise

This course utilizes principles and concepts of multicultural and cross-cultural psychology to attempt to acquire an increased understanding of diverse under-represented groups, with an emphasis on understanding racism, sexism, heterosexism, classism, and ageism. It utilizes the multicultural competencies perspective to facilitate learning how to perform effective clinical work with individuals who are of different cultures, ethnicities, genders, sexual orientations, socioeconomic status, ages, ability, religion, and spirituality.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7811: Application of Objective Personality Tests in Psychology

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

PY-7830: Feminism in Clinical Psychology

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7860: Soc Psych & Soc Resp

This course emphasizes understanding the core topics in social psychology along with their application to issues of mental health, interpersonal processes, and interventions. We will consider issues such as society's role in defining mental illness, the nature and nurture of social roles, gender and diversity issues, perception and attribution, persuasion, violence, attitudes and motivated reasoning, stigma, and their application to bringing about a better world.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7920: Intake Interviewing Skills

This weekend course is a continuation of basic interviewing skills learned in Professional Seminar, building on relational skills of non-directive listening and attending skills, and moving towards more directive assessment and history gathering skill, with a goal of being able to do a full first session evaluation and write up of an initial intake report. The course will cover: problem assessment, history taking, mental status examination, substance abuse assessment, and risk assessment. Different clinical contexts will also be addressed, i.e. working with

diversity, child and adolescent interviewing. Course work will include practice of interviewing skills, and writing an initial intake report based on a live role played interview.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-7990: Management

This course is a brief conceptual introduction to issues of work organizations and management. Students are exposed to various models of how organizations function, management, leadership, change, change agents, action research, work teams, and productivity. Part of the learning involves envisioning improved structures and relationships within the many workplace settings of psychologists.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8120: Consultation-Theory & Practice I

This is a one-credit course examining the role of psychologists as consultants in a variety of settings, addressing psychological issues affecting diverse populations. An important goal is to develop a flexible, integrated style of consultation, focusing on brief to mid-range duration of contact, working as case consultants, consulting to interdisciplinary teams, participating in external and internal consulting, and approaching process and content consultation. Selected consultation practice, consultation process, and diversity issues are explored as relevant to a variety of circumstances and settings.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8125: Consultation-Theory and Practice II

This weekend course examines the role of psychologists as consultants in mental health settings and in the community. Building on the theoretical frameworks introduced in Consultation I, the course will address broad issues of responding to consultation requests, framing consultation relationships, assessment, data gathering, intervention, and evaluation. Students will explore various aspects of consultation practice, including consultation function, model, focal expertise, and type of consultation relationship.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: PY-8120: Consultatn-Theory & Pract I

PY-8150: Meth Psych Assess I

This year-long sequence provides an introduction to the psychological assessment of individuals. The emphasis in the fall semester is on cognitive assessment and in the spring the major focus is on the role of psychological tests in personality assessment. As time permits attention will be paid to psychoeducational and neuropsychological assessment. Students develop beginning competence in the administration, scoring, and interpretation of standard assessment tools (WAIS-IV/WISC-V/WJ-IV). There will be a lab fee.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

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

This course continues an introduction to psychological assessment of individuals, with the major focus in the spring on the role of tests of

academic achievement, cognition, and general intelligence. Students will develop a beginning competence in the administration, scoring, and interpretation of standard assessment tools (current versions of the Wechsler and Woodcock Johnson assessments). Attention will also be given to psychoeducational and neuropsychological assessment. The culminating assignment will be an integrated report incorporating elements of both cognitive and personality assessment covered during the entire two-course sequence. Students will learn to draw inferences from the multiple measures used, as well as how to provide feedback to clients and referral sources.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8160: Methods of Psychological Assessment II

This course continues an introduction to psychological assessment of individuals, with the major focus in the spring on the role of projective tests in personality assessment. Students develop beginning competence in the administration, scoring, and interpretation of standard projective psychodiagnostic techniques. Primary attention is given to the Rorschach. Other projective techniques are considered as time permits.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

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

This is the first course of a year-long sequence that introduces the psychological assessment of individuals. The emphasis in the fall semester is on the assessment of personality and emotional functioning. Students develop beginning competence in the administration, scoring, and interpretation of

standard, projective psychodiagnostic techniques, with significant attention given to the Rorschach Performance Assessment System (R-PAS). Other projective techniques used to explore the complexities of personality will also be considered. There will be a lab fee.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8170: Introduction to Risk Assessment

Assessing and managing violence risk is an expanding area of forensic psychology. Over the past 20 years, research has led to the identification of empirically derived risk factors associated with violence and sexual offense recidivism and the development of specialized risk assessment tools. These tools have increased the predictive ability above that of clinical judgement, as well as influenced public discourse and policies related to the management of violent and sexual offenders. Empirically-validated risk assessments have applications in a wide array of mental health and criminal justice proceedings including aiding fact-finders with regard to civil commitment (Sexually Dangerous Persons/Sexually Violent Predators), pre-trial mitigation, and sentencing; family courts in determining custody issues and safety planning; community supervising agencies (parole and probation) in offender classification and allocation of resources; and treatment providers in guiding interventions. Psychologists are best suited to conduct violence risk assessments and psychosexual evaluations. Our specialized education and training in behavioral sciences provides decision-makers with evidence-based tools aimed at violence prevention.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Prerequisites: PY-8150: Methods of Psych Assessment I, PY-8160: Methods of Psych Assessment II

PY-8200: Adv Sem-Brief Psychotherapy

This course covers a broad base of information about the rationale, theory, practice, and research of brief therapy. Because the practice of brief therapy has been derived from pragmatic, humanitarian, and research-based rationales, this literature is reviewed before discussing theory and technique. The course then surveys multicultural, psychodynamic, cognitive-behavioral, solution focused, and integrative ideas about brief therapy. During the course, transtheoretical (e.g., common factors of brief therapy) and contextual issues that cut across the approaches are identified and discussed. Finally, the course focuses on developing students' personal approaches to brief therapy.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8210: Advanced Seminar-Intervention Children & Adolescents

This course integrates theory and practice of interventions for child and adolescent problems. A variety of theoretical models, empirically supported treatments, and treatment modalities are presented. Students learn specific techniques to enhance communication with children and adolescents, so that they can successfully apply a variety of interventions in their work. The need to work cooperatively with parents, schools, and pediatricians is addressed. By the end of this course, students will be able to design and implement treatment programs for children and adolescents that are consistent with their assessment data and case conceptualization.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8340: Advanced Sem-Psychology Test/Eval Infants/Children/Adolescents

This course examines psychological assessment with infants, children, and adolescents. Through this course students will have exposure to testing measures most often used to evaluate this population as well as how to develop a battery of tests appropriate to the referral question. Testing measures will include developmental, cognitive, social emotional, personality, and behavioral instruments. Integrating testing data with history, behavioral observation, records, and clinical interviews to develop a meaningful psychological testing report will be practiced. It is outside of the scope of this course to cover the breadth of all psychological tests available to psychologists. Instead, this course will focus on developing a comprehensive picture of an individual through using psychological tests to bolster inferences and intervention recommendations.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8420: Advanced Seminar-Professional Geropsychology

This course examines and explores the following topics and issues from the perspective of providing clinical services: adult development and aging; building rapport with older clients, transference and countertransference; adapting therapy to this population; stressors, such as chronic health problems, loss, retirement, and financial strain. After establishing this broader context, the most prevalent disorders in the elderly population are examined including: dealing with cognitive and other changes associated with the aging process; illness, death, dying, and grief; depression. The role of informal and formal social supports as well as treatment in institutional contexts are examined.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8630: Writing Workshop I

This course helps students develop technical writing skills appropriate for doctoral level psychologists. We begin with an overview of basic writing skills, and then focus on more advanced skills such as integrating professional literature; writing logical, well-organized papers; and developing successful writing habits. The course also covers APA writing standards for professional reports, papers, dissertations, and general publications. Hands-on exercises help students immediately apply new skills. This course can be repeated for credit.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8670: Supervised Experienced Teaching Psych

This course involves supervised teaching of a psychology course at Antioch. Students conduct background research, prepare material to teach, present the material, supervise small group activities, and grade course assignments, all under the supervision of the primary faculty person. Different sections of this course may be restricted to students at a particular level of the program.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

PY-8700: Test/Masurement in Psych

This course is an introductory survey of tests and measurements whose purpose is twofold. First, it provides the academic background for clinically oriented coursework in psychological testing. The psychometrics of tests and controversies around testing are discussed. Students learn to evaluate tests critically, and to select and implement an assessment

battery. These topics make up approximately two-thirds of the course. Second, measurement knowledge provides a basis for students to apply themselves to a beginning level of understanding and application of current clinical tests and measures. Work on these three clinical tests comprises the remaining one-third of the course. There will be a lab fee.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8701: Understanding the Role of Tests & Measurements in Psychology

This course continues to train students on various psychometric constructs (e.g., empirical criterion keying, base rate interpretation) and introduces students to the applications of objective and other norm referenced tests to make clinical inferences. Students will develop a beginning level use of the most widely used objective personality tests: the current version of the Minnesota Multiphasic Personality Inventory (MMPI) and Millon Clinical Multiaxial Inventory (MCMI). The MMPI will also be combined with the MCMI with the goal of contextualizing testing and subsequent report writing, within the broader professional activity of psychological assessment. The use of the MMPI and MCMI with clients from diverse backgrounds will also be studied.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8710: Research Meth/Stats I

Research Methods and Statistics I & II make up a two-course sequence that surveys both qualitative and quantitative research strategies in psychology. Topics include philosophy of science, critical evaluation of scholarly literature, research design,

ethical and diversity considerations in research, basic descriptive and inferential (primarily univariate) statistics, evaluation of psychosocial interventions, use of computers for data management and analysis. The goal of the course is to help students develop the interest and skills to undertake systematic inquiry in applied or theoretical domains, translate scholarly findings to inform clinical practice, and begin building the argument and design that could serve as a basis for an empirical dissertation. Completion of an introductory research course at the undergraduate level is assumed, though not required.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8711: Qualitative Research Methods & Analysis

Qualitative Research Methods and Analysis focuses on developing understandings and skills related to designing, conducting, and assessing qualitative research. Topics include philosophy of science, critical evaluation of scholarly literature, qualitative research design, program evaluation, ethical and diversity considerations in research, and methods of qualitative analysis. The goal of the course is to help students develop the interest and skills to undertake systematic inquiry in applied or theoretical domains, translate scholarly findings to inform clinical practice, and begin building the argument and design that could serve as a basis for an empirical dissertation. Completion of an introductory research course at the undergraduate level is assumed, though not required.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8720: Research Methods & Statistics II

This course is a continuation of PY-8710: Research Methods and Statistics I.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8721: Quantitative Research Methods & Statistics

Quantitative Research Methods and Statistics focuses on developing understandings and skills related to designing, conducting, and assessing quantitative research. Topics include critical evaluation of scholarly literature, quantitative research design, ethical and diversity considerations in research, and statistics. One of the primary goals of the course is to help students develop the interest and skills to undertake systematic inquiry in applied or theoretical domains, translate scholarly findings to inform clinical practice, and begin building the argument and design that could serve as a basis for an empirical dissertation. Completion of an introductory research course at the undergraduate level is assumed, though not required.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8800: Pro Sem I-Roles/Ethics

This first year of a two-year sequence has as an important function helping students in joining the profession and becoming psychology graduate students at Antioch University New England. The focus is on interpersonal and professional relationships, including clinical interviewing skills, and ethics as a foundation for the exploration of the many roles of psychologists. This exploration involves the student's examination of their personal and professional identity within a small group format.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8810: ProSem II-Relationship/Roles/Ethics

During this second semester of the first year of Professional Seminar, we will continue with the tasks of joining the program, socializing into the profession of psychology, exploring the interface between our professional and personal selves, and providing interpersonal feedback and support for stress and transition. In addition, this semester we will focus on professional ethics.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PY-8820: Pro Sem III - Case Conceptualization

The year-long Professional Seminar continues within a small group format designed to provide a setting for pursuing a number of related objectives, serving as a forum for an integrative exploration examination of the students' clinical work and professional development. During this second year there is an emphasis on case conceptualization and on writing case formulations. Students learn about and apply several different theoretical models. There is a focus on student presentations and discussions which includes consideration of professional and ethical standards of practice. You must also concurrently register for PY-8920, Practicum.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Corequisites: PY-8920: Practicum

**PY-8830: ProSem IV-Case
Conceptualization/Demonstration**

This is a continuation of Professional Seminar III: Case Conceptualization. This year-long Professional Seminar continues within a small group format designed to provide a setting for pursuing a number of related objectives, serving as a forum for an integrative exploration examination of the students' clinical work and professional development. During this second year there is an emphasis on case conceptualization and on writing case formulations. Students learn about and apply several different theoretical models. There is a focus on student presentations and discussions which includes consideration of professional and ethical standards of practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Either Previous or Concurrent: PY-8920:
Practicum

PY-8840: Case Conference I

During this year students will have an intensive small group case consultation experience with faculty. Emphasis is on case presentations, including video and audio tapes, with a goal of examining students' clinical work. You must also concurrently register for PY-8930, Practicum.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Corequisites: PY-8930: Practicum

PY-8850: Case Conference II

This is a continuation of PY-8840 Case Conference I. The clinical aspect of the Qualifying Examination takes place in the context of this course. During this semester there is also an opportunity to work on the conceptual and personal issues stimulated by the

Qualifying Exam. You must also concurrently register for PY 8930, Practicum.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Either Previous or Concurrent: PY-8930:
Practicum

PY-8900: SIS-Supervised Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8901: SIS-Elective

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8902: SIS-Dissertation Research

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8903: SIS-Cogn/Aff Bas Beh

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8904: SIS-Research

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8905: SIS-Intervention/Relationship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8906: SIS-Clinical Techniques/Methods/Interventions

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8907: SIS-Assessment

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PY-8920: Practicum

A required practicum for second year students, coupled with PY-8820 and PY-8830 Professional Seminar III and IV.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8925: Practicum Extension

This Practicum Extension course is for students whose contract period extends outside of the term of registration - either before or after the term of credited Practicum registration. Students should contact the department if the practicum extension period is expected to be beyond three weeks.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8930: Practicum

A required practicum for third year students, coupled with PY -8840 and PY-8850 Case Conference I and II.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8940: Special Proficiency Practicum

This is a specialized Practicum for students wishing to have further clinical training experience with a specific focus for a minimum of 100 hours per semester.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8945: Year V Practicum

A specialized practicum experience to further develop clinical skills in preparation for internship. A fee will be assessed.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8960: Internship

Restricted to Year IV students who are beginning a half-time internship in their fourth year. Prior to graduation, each student must successfully complete an approved internship of 1,800 hours within 24 calendar months which meets the guidelines published by the Association of Psychology and

Postdoctoral Internship Centers (APPIC) as well as the Council for the National Register of Health Service Providers in Psychology.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8970: Internship

Restricted to Year V+ students pursuing either a half-time or full-time internship. Prior to graduation, each student must successfully complete an approved internship of 1,800 hours within 24 calendar months which meets the guidelines published by the Association of Psychology and Postdoctoral Internship Centers (APPIC) as well as the Council for the National Register of Health Service Providers in Psychology.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8980: Advanced Practicum

Restricted to Year IV students. An optional Practicum for Year IV students wishing to have extensive further clinical training for a minimum of 300 hours per semester.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PY-8990: Doctoral Dissertation

All Year V+ students need to register for one semester of PY 899 Doctoral Dissertation (Section A), and then for PY 8990X Doctoral Dissertation Continuation (Section A) each semester thereafter until your dissertation is accepted by the faculty and deposited with the department.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PY-8990X: Doctoral Dissertation Continuation

Required of and Restricted to those Year V+ students who have already taken one semester of PY 8990 Doctoral Dissertation. All Year V+ students need to register for one semester of PY 8990 Doctoral Dissertation (Section A), and then for PY 8990X Doctoral Dissertation Continuation (Section A) each semester thereafter until your dissertation is accepted by the faculty and deposited with the department.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PYB (Behavioral Sci/Bio Bases)

PYB-5020: Psychomotor Assessment of Children

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for

individuals and groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5020Q: Psychomotor Assessment of Children

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for individuals and groups.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PYB-5140: Psychomotor Assessment of Adults

This course will provide students with a review of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with adult populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing

and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a continued focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of adults, for individuals and groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5140Q: Psychomotor Assessment of Adults

This course will provide students with a review of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with adult populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a continued focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of adults, for individuals and groups.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PYB-5300: Intro Autism Spectrum Disorders

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5502: Psychopathology and Treatment Planning DMT Perspectives

This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-IV (V), but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram and diagnosis using the DSM-IV (V).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5600: Ethical Considerations Behavior Analysis 1

This course is the first of a two-course series that will familiarize students with the ethical guidelines required for conducting applied behavior analysis in a professional manner. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5601: Ethical Considerations Behavior Analysis

The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. Protecting a client's dignity, health, and safety in practice is emphasized. Disciplinary procedures and board sanctions for certified behavior analysts violating fundamental ethical principles and guidelines will be reviewed. Additionally, the skills necessary for practicing as a professional and the current state of licensure of behavior analysts will be examined.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5610: Ethical Considerations in Behavior Analysis II

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5620: Concepts & Principles of Behavior Analysis

This course is an introductory course that will provide students with a strong foundation in the history and philosophical assumptions of behavior analysis, the basic concepts and principles of applied behavior analysis, the distinction between verbal and non-verbal operants, as well as measurement concepts. Upon completion of the course, students will be able to differentiate between experimental analysis of behavior and applied behavior analysis, apply the dimensions of applied behavior analysis for evaluating interventions, and become fluent with the lexicon of applied behavior analysis.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5650: Fundamentals of Behavior Change

This course will provide students with advanced knowledge of the principles of applied behavior analysis for modifying behavior, and for developing and monitoring systems so as to support behavior change. Students will develop competencies in the areas of identification and assessment of reinforcers, specific procedures for increasing and decreasing behaviors, schedules of reinforcement, various instructional procedures, and designing performance monitoring for overall program and procedural integrity.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5670: Radical Behaviorism Philosophical Underpinnings

This course will provide advanced knowledge of the foundation and philosophical assumptions of behavior analysis. The course will emphasize radical behaviorism as the philosophy of behavior analysis, the application of this philosophy to the applied work of practitioners, review conceptual work of B.F. Skinner, and discuss the implications of applying a radical behaviorist perspective to social justice work and understanding.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5680: Applied Behavior Analysis Extended Applications

This course will familiarize students with advanced topics in the behavior analytic field that go beyond the traditional behavior analytic content presented in previous courses. Students will learn about topics ranging from functional contextualism, metacontingencies, group design, among other advanced topics in behavior analysis and their practical implications in the field.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-5900Q: Research & Evaluation Counseling/Therapy

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT, DMT and CMHC. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically. MFT/DMT/CMHC students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PYB-5902: Research and Evaluation

This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will

include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically. Students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Classroom

PYB-6060Q: Social-Cultural Diversity

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc. as these relate to their development as counselors. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse groups. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group and family counselors with diverse populations.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PYB-6061: Diverse Families and Communities

This course will expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability,

religion, age, etc. as these relate to their development as therapists. Students will explore their own attitudes and beliefs through experiential exercises, small and large-group discussions. Through discussions of texts, novels, films, and lectures, students will learn about historical contexts and contemporary concerns of diverse families and communities. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group, and family therapists with diverse populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

PYB-6900: SIS-Psychopathology

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYB-6905: SIS-Human Development and Diversity

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYB-6910: SIS-Research & Evaluation

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYB-6930: Behavior Analysis Mastery Seminar

This seminar is designed as a capstone to the Applied Behavior Analysis curriculum in which students will

demonstrate competency in Applied Behavior Analysis of all BACB Task List 4 items. Students will prepare for entering the field by analyzing and presenting cases, preparing portfolios and career exploration. Students will assess and improve their preparation for examination as a Board Certified Behavior Analyst by taking practicing examinations, examining test-taking strategies and supports, and through faculty feedback.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYB-7110: Advanced Seminar-Clinical Neuropsychology

This seminar examines the structure and function of the central nervous system, brain-behavior relationships, and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory, and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and adult dysfunctions is addressed.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC (Concen Sem/Clin Tech)

PYC-6100: ST-CMHC Treatment Modalities

This course will explore one or more specific treatment approach to clinical mental health counseling and provide an in-depth understanding of the approach as applied in current clinical practice contexts. There will be an emphasis on case conceptualization and treatment interventions. Selected options may include play therapy, experiential approaches, integrated mind-body treatment, creative arts modalities and/or others to be

determined.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7000: Psych Interventions I

This is the first half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting treatment with adults, focusing on brief to mid-range durations. Emphasis in this semester is on psychodynamic, behavioral, cognitive, interpersonal, existential, social constructionist, and above all, integrated case formulation. Selected clinical topics, process, and diversity issues are considered across a variety of psychological syndromes and presentations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7001: Psychotherapeutic Theories & Interventions Adults

This is the first half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting treatment with adults, focusing on brief to mid-range durations. Emphasis in this semester is on psychodynamic, behavioral, cognitive, interpersonal, existential, social constructionist, and above all, integrated case formulation. Selected clinical topics, process, and diversity issues are considered across a variety of psychological syndromes and presentations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7010: Psych Intervention II-Individual & Family

This is the second half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting psychotherapy, focusing on brief to mid-range durations. Emphasis in this semester is on systems-oriented child and family therapies. The course includes an examination of the fundamentals of systems theories with special focus on child, family and couples modalities. Selected clinical practice, process, and diversity issues are considered across a variety of psychological syndromes and presentations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7011: Psychotherapeutic Theories & Interventions Children and Families

This is the second half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting psychotherapy, focusing on brief to mid-range durations. Emphasis in this semester is on systems-oriented child and family therapies. The course includes an examination of the fundamentals of systems theories with special focus on child, family and couples modalities. Selected clinical practice, process, and diversity issues are considered across a variety of psychological syndromes and presentations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7020: Psychotherapeutic Theories and Interventions Group

This is the third course in a yearlong sequence in the theory and practice of psychotherapy, with the emphasis on group. This course provides an introduction to current, clinically relevant knowledge and theory about behavior in groups and about the dilemmas of group life. It also provides an in-depth look at the various types of group activities commonly conducted by professional psychologists. Specific topics to be addressed include: the individual in the group; issues of group development; group as a whole; leadership in groups; individual differences and diversity within groups; ethics and group therapy; transference issues in groups; functional roles of group members; unconscious dynamics in group life, and evidence based practice and effectiveness of group therapy. The aim is to provide didactic and experiential learning opportunities that enhance the ability of students to test theory against the realities of group life as they experience them.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7030: First Year Social Justice and Advocacy Experience

This two-semester course will provide first year students in the PsyD program with training in enacting AUNE's and the department's social justice values in a community setting.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7050: Dialectical Behavior Therapy

After providing an overview of this model, developed by Marsha Linehan for the treatment of 'disordered behaviors', including the underlying dialectical and behavioral principles, this course focuses on the

following DBT treatment strategies: dialectical, validation, problem-solving, managing contingencies, observing limits, skills training, exposure, cognitive modification, stylistic, case management, structural, crisis and suicidal behavior treatment strategies. The outcome research on this empirically-supported treatment is evaluated. Lecture, discussion, role-plays, videotape, mindfulness exercises, and small group tasks are utilized to facilitate the learning of the DBT model.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7070: Psychotherapy with LGBT People

This course focuses on psychotherapy with gay men, lesbian women, bisexual and transsexual/transgender people. It emphasizes conceptualization, core developmental themes and clinical intervention with adolescents, adults and couples. Students will examine the social context and construction of both same-sex orientation and gender, prejudice and antigay-anti-trans internalizations, biological information, minority identities and multiple oppression. The emphasis will be how these influence the lives of LGBT and their implications for psychotherapy to promote psychosocial resilience as well as address psychopathology. APA guidelines for psychotherapy will provide a context for the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7071: Therapy with Individuals with Sexual and Gender Minority Identities

This course focuses on psychotherapy with lesbian, gay, bisexual, trans, queer, and other people who identify with minority sexual and gender identities. It emphasizes conceptualization, core developmental

themes, and clinical intervention with adolescents, adults, and couples. Students will examine the social contexts and social construction of sexual identity, gender identity, heterosexist and cissexist bias, and oppressions against sexual and gender minority individuals (SGM). The emphasis will be on how these influence the lives of SGM persons and their implications for psychotherapy methods to promote psychosocial resilience, as well as address psychopathology and minority stress. The course will use an active-learning/collaborative process that includes safety-supporting dialogues, topical co explorations in small groups or with a partner, and cultural analyses with the whole group.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7080: Psychotherapeutic Theories and Interventions Special Topics

This course is designed to address a variety of special topics related to clinical intervention. Work with specific populations, problems, intervention strategies, issues, or in specific settings may be covered. Possible topics include: severe mental illness; substance abuse; personality disorders; dual diagnosis; geriatrics; treatment of children and adolescents; disaster response.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7100: Advanced Seminar-Substance Abuse Theory/Practice

Substance abuse treatment is a critical and common clinical issue, with increasing numbers seeking inpatient and outpatient treatment. This course goes into greater detail on topics overviewed in the one-credit substance abuse workshop. The course will help students expand their knowledge of current research and effective assessment strategies.

Biological effects and neuropsychological syndromes and disorders related to substance abuse will be included. Twelve-step, psychoanalytic, cognitive/behavioral; marital family, pharmacologic, and motivational conceptualizations and models of treatment will be covered, with an emphasis on evidence-based intervention strategies. Students will develop the clinical knowledge and skills for effective work with this population.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7110: Social Justice in Clinical Psychology

Over the course of this weekend workshop, we will strive to conceptualize how we, as individuals and as members of this profession, can promote social justice through our clinical practice. This workshop will expand students' views of the limits of how we, as psychologists, can contribute to a better life using alternative modes of practice. Participants will be introduced to theories and applications for and practices in social justice, better understand the similarities and differences between social justice and multiculturalism, be introduced to social justice practices within the scope of clinical psychology professional practice and participate in reflexive discussions on the implications of disciplinary boundaries for those we hope to help.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7120: Advanced Seminar Evidence-Based Psychoanalytic Practice

This course explores psychoanalytic social and clinical practice from the perspective of the department's definition of evidence-based practice. The course begins with an overview of how evidence is constituted both consciously as well as

unconsciously (social/political/historical/epistemological/ontological/biological/personal) and most importantly, how evidence is used. The class places at its center of interest psychoanalytical practice as social, biological, personal action; while holding particular factors as both consciously as well as unconsciously foundational: genetics, drives, power, culture, history, race, gender, sexuality, ethnicity, fantasy, and geographic location. The course topics include: clinical process, race and ethnicity, culture, countertransference, self and intersubjective psychology, infant research, cognitive neuroscience, love, mentalization, gender, aggression/anger/rage, sex and erotic experience, addiction, attachment, termination, endings and death.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7150: Spiritual & Religious Issues in Psych

The focus of this course is two-fold: 1) to develop a conceptual framework to formulate how spiritual and religious issues impact clinical practice; and 2) to provide an experiential component that includes mindfulness meditation exercises and the exploration of participants' spiritual narratives. The course will develop a working definition of spirituality and religion, clarifying the relationship between the two. It will also develop a holistic conceptualization of clinical practice and identify some of the key constructs that are integral to the practice of spiritually oriented therapy (e.g., mindfulness, self-compassion, wisdom, soul, and serenity). The experiential dimension will allow students to explore their spiritual narratives in order to clarify the persons, places, ideas, and experiences that have impacted their current spiritual identity or perceived lack of one. Time will also be devoted to the practice of mindfulness meditation so that student can experience the potential benefits for both clinicians and clients.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7260: Positive Psych-Research & Practice

In the emerging field of positive psychology the focus is shifting from what is wrong with people to what is right. Helping people identify and use their strengths can help relieve suffering and improve everyday functioning. Through a combination of lecture and hands-on positive psychology exercises participants will learn: the role of positive feelings, assessment of positive experiences, the latest research on happiness and life satisfaction, how to identify and use psychological strengths, the 'three paths to happiness', the powerful effects of optimism and how to develop it, and the role of positive psychology in health, families and work.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7270: Substance Abuse/Dependence

This course will provide an overview of one of the most common conditions encountered by clinicians: substance use disorders. Failure to identify and provide treatment and/or referral for substance use disorders can undermine the effectiveness of psychological interventions. Successful recognition and treatment, on the other hand, improves treatment outcomes and provides numerous professional opportunities for the practicing psychologist. After an overview and brief history of the field, this course will consider: definitions of terms, epidemiology, screening and assessment, evidence based treatment approaches, the outcome literature, the neurophysiology of abuse and dependence, pharmacologic treatment, "dual diagnosis," coerced treatment, employee assistance, nondrug addictions,

and health care policy issues.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7300: The Dream in Clinical Practice

This weekend course explores the use of dream-states (night dreaming, day dreaming, reverie) in clinical work from a variety of perspectives. Cultural and historical attitudes about dreams, dreamers, and dream interpreters will be discussed. Issues of cultural difference and diversity are considered when talking about dreams. Empirical human and animal dream studies and contemporary cognitive and neuropsychological research will be reviewed. From a psychoanalytic view, we will consider dreams as diagnostic indicators of psychic structure and content, facilitators of deeper and more authentic communication, representations of unconscious perceptions, as objects of mutual exploration, as retreats and advances, as transference and countertransference indicators and communications, wish and defense configurations, personality developmental level, character style indicators, as well as serving as the "royal road to the unconscious". We will discuss different types of dreamers, dream interpreters, various forms of dream interpretations, and dreams as interpretations of life as experienced. In addition to night dreaming, the class will also discuss nightmares and night terrors, as well as the absence of remembered dreaming. Experiential learning will be emphasized and the class will explore the experience, function, and capacity of dreaming, day dreaming, and reverie in clinical waking states. Dreaming as a listening perspective will be emphasized.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-7350: Infant Mental Health

This weekend course will focus on psychologist's roles in the specialty field of Infant Mental Health. IMH refers to the optimal social and emotional development of a child (0-6) in the context of critical attachment relationships. Core competencies in this field will be outlined and some discussed in depth. While it is outside of the scope of this course to address all of the key IMH competencies in depth, we will review each briefly so interested students can leave with an understanding of what is required to gain expertise in IMH. We will consider the impact of trauma and traumatic stress on children's development as well as the critical role of attachment. Assessment and diagnosis of this population will be explored. Psychotherapeutic treatment approaches for this population will be presented through theoretical material and clinical case examples.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYC-8900: SIS-Interventions

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYE (Applied Exp)

PYE-8900: SIS-Appl Exp Mgt/Sup

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYE-8905: SIS-Appl Exp Consult/Educ

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYF (AP Field Studies)

PYF-5000: AP Field Studies

This course provides students with an optional intensive / immersion travel component to accompany specified AP courses. Field Study fee applies.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

PYG (Group Assessment/Intervention)

PYG-6040Q: Group Work Dance/Movement Therapy & Counseling

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles as they pertain to both counseling and dance/movement therapy groups. Students will learn to observe and understand group process on a variety of levels and in relation to different group modalities. The student will have the opportunity to practice group leadership, using core DMT and counseling skills, and apply these skills to diverse populations that reflect their particular interests. Lecture, discussion, role-playing, video, group processing and reflection papers will be used to facilitate learning.

Min. Credits: 4.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

PYG-6041: Group Work in DMT

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles as they pertain to both counseling and dance/movement therapy groups. Students will learn to observe and understand group process on a variety of levels and in relation to different group modalities. The student will have the opportunity to practice group leadership, using core DMT and counseling skills, and apply these skills to diverse populations that reflect their particular interests. Lecture, discussion, role-playing, video, group processing and reflection papers will be used to facilitate learning.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYG-6900: SIS-Group/Soc Sys

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYI (Individual Behavior/Effective Intervention)

PYI-5380: ABA Intervention Systems & Implementation

This course will provide students with advanced knowledge on choosing recommendations and intervention strategies consistent with ethical guidelines and the existing environments. Students will understand and demonstrate application of generalization and maintenance strategies required to facilitate behavior repertoires under the most natural circumstances, as well as design monitoring systems around all behavior change implementation. Students will understand and practice application of several

evidence-based educational methods.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-5381: Behavior Analytic Procedures & Intervention

This course will provide students with advanced knowledge on choosing recommendations and intervention strategies consistent with ethical guidelines and the existing environments. Students will understand and demonstrate application of generalization and maintenance strategies required to facilitate behavior repertoires under the most natural circumstances, as well as design monitoring systems around all behavior change implementation. Students will understand and practice application of several evidence-based educational methods.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-5450: Pragmatic Language Groups

The advanced strand for Speech Language Pathologists will develop a greater knowledge base in the three deficit areas of Theory of Mind, Central Coherence, and Executive Function. The areas of interactive perspective taking, self-advocacy and disclosure, and compensatory strategies for 'showing what you know' will be explored. Both the paralinguistic aspects and nonverbal aspects of communicative events will be developed as part of the treatment paradigm in teaching these contextually based communication skills. Treatment models for various contexts will be learned and practiced to enhance clinical skills. Students will lead on-campus pragmatic language groups with children and young adults to practice applications.

Min. Credits: 3.0

Location(s): Antioch Univ New England

PYI-5620: Research Methods in Behavior Analysis

Students will demonstrate competencies in the areas of single-subject experimental designs, identifying functional relationships, and selecting the appropriate treatment designs. Course content will include methods for observing and recording data, methods for displaying data; and making decisions based upon interpretation and visual analysis of data, and understanding of reliability and validity as it relates to data collection and experimental integrity. Students will be required to conduct literature reviews to supplement their knowledge of research-based practices. The area of concentration for this seminar is direct instruction and discreet trial instruction.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-6900: SIS-Ind Assessment/Intervention

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYI-7040: Advanced Seminar-Integrative Psychotherapy

This is a skills-based seminar where students learn to combine different theoretical orientations and therapy techniques to provide maximally effective help.

While based on theoretical and research literature, the focus is on the development of therapy integration skills. Integrative techniques will be drawn from the cognitive-behavioral, psychodynamic, psychophysiological, and spiritual conceptualizations of emotional recovery. Clinical areas to be covered include depression, anxiety, trauma, eating disorders, and borderline personality disorder.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7050: Advanced Seminar-Forensic Psychology

This seminar focuses on the practice of forensic psychology with an emphasis on the context for a relationship between the law and behavioral sciences. Following a general overview of the legal and court systems, including the history and role of mental health experts in the judiciary, this seminar focuses on six primary ways that clinical psychologists provide services to legal professionals: competency in the clinical process, mental status at the time of the offense, sentencing and rehabilitation, civil commitment and civil competencies, compensation for mental or emotional injuries, children and families, and juvenile justice. With each of these venues, students learn how to appreciate the relevant legal issues and to better communicate important psychological findings to courts and legal professionals.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7070: Advanced Seminar - Mindfulness

This course explores the implications and applications of mindfulness - moment-to-moment awareness and acceptance of one's experience (Germer, 2005) - to various aspects of the clinical enterprise. Students will learn how mindfulness training can be directly applied to the alleviation of patient suffering. In addition, students will learn how their own mindfulness practice can enhance their therapeutic relationships and personal well-being.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7110: Advanced Seminar: Integrated Care

This course provides an overview of the emerging science and practice of integrated care - the provision of behavioral health services in medical settings (and vice versa) through the collaborative, interdisciplinary efforts of mental health and medical practitioners. The course covers the scientific, pragmatic, and humanitarian rationales for integrated care; the conceptual underpinnings of the approach; the application of the concept in various contexts and settings; the role of the behavioral health provider and the critical ingredients of effective communication and collaboration in an interdisciplinary context; the psychosocial treatment methods most suitable to this type of work; and the emergent need to adopt more of an evidence-based/population perspective in healthcare settings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7111: Integrated Primary Care Concepts

Integrated Primary Care Concepts reviews models of integrated primary care behavioral health care. These models include Primary Care Behavioral Health, Collaborative Care, and the VA's Primary Care Mental Health Integration model. Assessment and intervention approaches that are shared across models such as trauma informed care and SBIRT (Screening, Brief Intervention and Refer to Treatment) will be reviewed. The literature supporting the various models and approaches will be reviewed. Students will be introduced to a systemic lens for clinical service provision and practice level implementation of integrated models. There will be significant asynchronous remote work students must complete, including video viewing, interviewing primary care psychologists and primary care medical providers, and, if possible, observation of an integrated primary care site

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7112: Integrated Primary Care Skills Workshop

Integrated Primary Care Skills Workshop provides experiential activities to expose students to the qualitatively different assessment and intervention processes used in primary care psychology. Prior to the weekend meeting, students will be required to watch a series of videos that illustrate a variety of clinical scenarios and the differential role of the psychologist in primary care settings. During the weekend workshop, students will practice various skills in role plays. Students who have primary care experience will share clinical scenarios to be discussed and role played in class, as well. The goal is to give students the opportunity to adapt existing skills to the primary care environment, and develop new primary care psychology skills.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7120: Advanced Seminar-Attachment Complex Trauma Developmental & Psychology

This course focuses on the development and treatment of attachment trauma from four perspectives: theory/measurement; the long-term impact of early attachment trauma on individuals, families and couples; evidence-based interventions; and our own relational styles.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-7125: Interpersonal Psychotherapy

This course will focus on the theoretical underpinnings of interpersonal psychotherapy-based on cognitive, social, interpersonal, and constructionist theory. It is a general-purpose, evidence-based approach. Theoretical changes to the applications have been associated with the following theorists: (1) E. Frank & J. C. Levenson: introduction to interpersonal therapy--the APA position; (2) Harry Stack Sullivan: origins of interpersonal therapy I; (3) Timothy Leary: origins of interpersonal therapy II--the circumplex; (4) Robert C. Carson, origins of interpersonal therapy III--social psychology; (5) D. R. Peterson: functional analysis; (6) Jeremy Safran & Zindel Segal: cognitive interpersonal theory; (7) Myrna Weissman, John Markowitz, & Gerald Klerman: current interpersonal therapy; (8) Judith Jordan: relational-cultural therapy; (9) Jerome Bruner: cultural psychology and interpersonal psychotherapy. Case presentations on how interpersonal psychotherapy can be used for particular disorders will be included.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYI-8900: SIS - Intervention

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYP (Psychology Practicum)

PYP-6910: Practicum I-DMT

Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner.

Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PYP-6911: Practicum in DMT I

Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PYP-6911Q: Practicum in DMT I

Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

PYP-6920: Practicum II-DMT

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PYP-6921: Practicum in DMT II

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PYP-6921Q: Practicum in DMT II

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (BC-DMT)

practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Clinical Training

PYP-6930: Practicum in DMT III

Practicum in Dance/Movement Therapy III is a continuation from Practicum I and II. Students will have with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

PYR (Research/Inquiry)

PYR-8750: Doctoral Research Seminar I

The aim of this two-year long sequence is to support student progress in all facets of the doctoral program, and specifically to facilitate students' development and completion of a doctoral dissertation. During the first year the emphasis is on completing the dissertation proposal: framing the topic; identifying and synthesizing relevant literature; constructing the case for the dissertation; identifying appropriate methodology; crafting the two-chapter dissertation proposal as described in the PsyD Handbook. During the first semester of the second year, the course

places greater emphasis on the internship application process. Throughout the second year, in situations involving practicum the course also supports the practicum experience. The instructor for each section will serve as academic advisor and chair of the Dissertation Committee for students registered for that section.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PYR-8760: Doctoral Research Seminar II

A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PYR-8770: Doctoral Research Seminar III

A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process, and monitoring and support for Advanced Practicum as necessary.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PYR-8780: Doctoral Research Seminar IV

A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process, and monitoring and support for Advanced Practicum as necessary.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

PYS (Soc Systems/Behavior)

PYS-7230: Supervision

This course is designed to give students an introduction to supervision that is both didactic and experiential. The course begins with an overview of supervision, including such topics as the purpose and goals of supervision, theoretical models of supervision, roles in supervision, the development of the supervisor and the supervisee, the context of supervision, the evaluative process, the supervisory relationship, issues of diversity in supervision, ethics and supervisory practice, and research on supervision. After exploration and discussion of these areas, students have an opportunity to observe faculty and field supervisors demonstrate supervision in the classroom, as well as practice the role of supervisor in small groups with their peers.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYS-7750: Public Policy & Advocacy

This course presents theory, practice, and research applicable to understanding public policy and advocacy. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to provide students with 'hands on' opportunities as a way to achieve students' learning objectives. The course begins with a focus on health care and mental health care policy and advocacy on a national level. Students will explore the role of psychologist as advocate in the formation and implementation of public policy at the national, state and local levels. Students will have the opportunity to research a mental health policy issue and pursue ways to advocate for the policy. Students will work on briefing papers, constituent letter, an opinion editorial and a public service announcement. Issues

include health care and mental health care reform, public policy and cultural competence, health disparities, psychology in the public interest, the effects of policy on psychological practice, prescriptive authority and psychologist as advocate.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYS-7800: Health Service Delivery Systems

This course presents theory, practice, and research applicable to understanding the health service delivery system. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to provide students with 'hands on' opportunities as a way to achieve students' learning objectives. Initially the course will focus on an overview of the current National Health Service delivery system. This will include exploration of the influence of culture and society on mental health, the effects of public policy on the delivery of mental health services, the impact of managed care on systems of service delivery, ethical and moral issues associated with managed care. In addition, students will form learning teams based upon their personal interests and passions. Learning teams will research their areas of interest and develop a program (i.e., a method of service delivery) in response to an existing funding source. Included in this section are issues involving assessing community need, program design and development, program evaluation, service outputs, outcome management, evidence-based practices, staff resources and budgets.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

PYS-8900: SIS-Organizations & Systems

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

PYS-8905: SIS-Supervision

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

QNT (Quantitative Studies)

QNT-3600: Macroeconomics

Economics is the study of the choices which are made because of the scarcity of resources, the institutions which facilitate those choices, and the outcomes that occur in various market environments. This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

QNT-3890: Research Methods & Statistics

This course provides an in-depth examination of the importance of scientific research and covers research methodology including library searches, surveys, quasi-experimental, correlational, and experimental methods. Hypothesis testing through statistical

analysis to accept or reject the research hypotheses is covered. Internal validity of controls and procedures as well as external validity enabling generalization to target populations are discussed. Upon completion of this course, students will be equipped to critique claims in science and in the media. Satisfies Quantitative Relationship requirements. Required of all students-may be satisfied with transfer work.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

QNT-3900: Statistics for Behavioral Sciences

A general education course in statistics that is useful for all majors in the behavioral and life sciences. Students are introduced to principles and procedures of measurement, data base management, data analysis, probability, sampling theory and statistical significance. The course covers Descriptive Statistics: measurement scales, frequency distributions, measures of central tendency, measures of variability, measures of linear relationships, standard scores; and Inferential Statistics: logic of hypothesis testing, z-tests, independent-samples and dependent-samples t-tests, one way analysis of variance, correlation procedures, and non-parametric statistics. In addition, a conceptual introduction of two-way analysis of variance is covered in this course.

Min. Credits: 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

QNT-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

QNT-4010: Research Methods

This course provides an understanding of the importance of science research and covers research methodology including library searches, surveys, quasi-experimental, correlational, action research, and experimental methods. Advantages and limitations of the various methodologies are explored. Students conduct a library search, design an experiment, and report the findings in APA format.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

QNT-4400: Applied Statistics

Statistical data analysis in the social sciences begins with decisions in research design and their implications. Issues, controversies and solutions in research design and quantitative data analysis will be examined in the context of communication in collegial communities. Topics include levels of measurement, central tendency and variability, probability and distributions, correlation and regression, hypothesis testing, t-tests, analysis of variance and covariance, multivariate methods and non-parametric methods. Students explore key statistical issues and solutions such as violations of assumptions, data transformation, effect size, power calculation, and multiple comparisons. Students learn to do basic data analysis using SPSS.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

REL (Religion)

REL-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

RES (Residencies)

RES-9010: Residency 1

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9020: Residency 2

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9030: Residency 3

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9040: Residency 4

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9050: Residency 5

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9060: Residency 6

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9070: Residency 7

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9080: Residency 8

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RES-9090: Residency 9

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

RLE (Reading Licensure Endorsement)

RLE-5055: Foundations & Psychology of Reading

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

RLE-5155: Introduction to Dyslexia

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

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

RLE-5156: Introduction to Dyslexia

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

RLE-5255: Advanced Phonics & Appl Field Study

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

RLE-5355: Diagnosis/Assessment for Students with Dyslexia

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

RLE-6155: Structured Language Teaching I

This course focuses on explicit, systematic teaching strategies for struggling readers in the areas of phonology, phonics, and word recognition. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting. 30 focused field hours are required. These hours are spent in one-on-one settings where candidates provide MSSL instruction focusing on phonology, phonics, and word recognition. The bulk of this work and feedback (lesson plans and instruction) is focused on these three areas of instruction. A mentor observes about ten of the thirty hours. Some students choose to work with more than one student (each in individual settings) because they are already working with these students as a reading specialist. The requirement, however, is only that they work with one student

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Either Previous or Concurrent: RLE-5055:

Foundatns & Psych of Reading,RLE-5155:

Introduction to Dyslexia,RLE-5255: Advanced

Phonics,RLE-5355: Diagnosis & Assessment

RLE-6255: Structured Language Teaching II

This course focuses on explicit, systematic teaching strategies for struggling readers in the areas of fluency, vocabulary, and comprehension. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting integrating both clinical and diagnostic knowledge and intervention knowledge across all five skills identified in the NRP Report (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension). 30 focused field hours are required. These hours are spent in one-on-one settings where candidates provide MSSL instruction focusing on fluency, vocabulary, and comprehension. The bulk of this work and feedback (lesson plans and instruction) is focused on these three areas of instruction. A mentor observes ten of the thirty hours. Some students choose to work with more than one student (each in individual settings) because they are already working with these students as a reading specialist. The requirement, however, is only that they work with one student.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Prerequisites: RLE-6155: Structured Language Teaching I

RLG (Religious Studies)

RLG-3010: Buddhism

Buddhist ideas and meditation practices are having a profound impact on modern science, psychology, spirituality and health care. In this class each student will gain a personally meaningful understanding of the essential philosophy and practice of Buddhism through the lenses of their own questions and learning styles. The course will combine personal experience with academic study and include a workbook, course website, original Buddhist scriptures and individualized research. Each class session will include teachings on Buddhism,

discussions, student sharing, journaling, movement and meditation. We will come away with new perspectives and practices to enrich our minds and lives.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

RLG-3941: Special Topics in Religion

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

RLG-3960: Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

RSH (Research)

RSH-5200: Research Methods

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

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SCI (Science)

SCI-1510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

SCI-2070: Science of Nutrition

Scientific approach to nutritional roles of water, carbohydrates, proteins, lipids, minerals, vitamins, and other dietary components. Emphasis on the comparative aspects of gastrointestinal tracts and on digestion, absorption, and metabolism of nutrients.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

SCI-3100: Human Anatomy and Physiology

This course explores constituent elements and the principles of general organization and functioning of the human body. By exercising analysis of the living body's functions and the role they play in everyday human life, the course involves students into a systemic vision of biological and physical reasons behind the structural and operational unity of the body. The major topics include the structures and functions of cells, tissues, and organs as the body's interrelated systems and fundamental aspects of their participation in life processes such as responsiveness, movement, reproduction, growth, respiration, digestion, and excretion. This course is built as a means of evoking and developing students' personal experiences with the normal and abnormal performance of the human body. On this ground, students will develop basic knowledge essential to effectively maintain the body's well-being and communicate about health related issues.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SCI-3150: Environmental Science

This course is designed to introduce students to emerging trends in the natural sciences concerning the environment. Several issues will be addressed, including: biomes; biological communities; species interactions; biodiversity; environmental health and toxicology; land use; water, air and solid waste; energy conservation; climate; natural preservation; resource depletion and management; human population growth; food; urbanization; scarcity; and sustainability.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SCI-3210: Science in Community

This course takes a place-based and justice-oriented approach to scientific inquiry. Students engage in scientific inquiry with particular attention to natural systems and environmental justice. Students explore the complex relationships between various communities and particular scientific phenomena and consider the role of schools in mediating that relationship.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SCI-3352: Introduction to Earth System Science Angeles

This course employs a systems approach to exploring the structure and function of Earth. By studying the geosphere, hydrosphere, atmosphere, and biosphere, students learn how these systems interact in the one integrated Earth system and how human impacts affect all of these systems. In addition, students are

asked to apply course concepts to their local areas and own experiences and to critically consider our species' impact on the planet. Varied perspectives on course topics will be explored through in-class activities, videos, and individual research for required assignments in addition to through the course textbook. Class will meet weekly for 90 minutes online using a Zoom classroom. Students can expect to learn through reading; viewing; in-class and online discussion; in-class individual, small-group, and whole-group activities; eight online activities; three bi-weekly projects; and a final project.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online (asynchronous)

SCI-3360: Environmental & Social History of Los Angeles

The place we now call Los Angeles emerged 17,000,000 years ago from the Pacific Ocean. In the intervening years, mountains forced their way up from the land forming the boundaries of a large basin. Vast quantities of water coursed down the north and south sides of mountains and hills we now call Santa Monica, Simi, Santa Susanna, San Gabriel, and Verdugo. For all but 8,000 of those years, this place and those mountains needed no name. They just were. Then came the Tongva, the Chumash, and others - the first humans to settle here. Their names for this place were various: Kaweenga, Pasheekwnga, Komiivet, to name a few. After what seems to have been 8,000 relatively peaceful years, representatives of the Spanish King arrived in an area somewhere near the confluence of the Los Angeles River and the Arroyo Seco, declared this place to be El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula. This course examines the changes in the land going forward from that time.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SCI-3410: Science of Nutrition and Health

The science of nutrition is a study of the processes by which an individual takes in and utilizes food.

Today's American culture espouses many conflicting views on the ways nutrition affects your health and quality of life. This course introduces the science of nutrition; the basics of the relationship between diet, health, and society and its applications to daily life. It includes up-to-date coverage of the newest research and emerging issues in nutrition.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

SCI-3480: Ecology and the Environment

All species of living things alter the environments in which they live. Environmental issues in today's world prove human beings are no exception. This course examines the principles of environmental science and ecology, applying them to environmental issues, in particular those relevant to Southern California and Los Angeles County. Students study ecological principles and explore environmental issues from a multidisciplinary approach - primarily environmental science, biology and ecology. Other disciplines include physical science, earth science, and history of environmental issues.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

SCI-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

SCI-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

SCI-3560: The Science of Psychopharmacology

This course assists students in developing an understanding of the science behind clinical drug therapies. Students explore the mechanism of action of drugs that affect the central nervous system and learn about their entry into the brain, their molecular targets and their global effects on the brain and behavior. Basic scientific models of disease, learning and addiction are used as discussion points to discover how drug therapies are developed using the scientific method.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SCI-3860: Systems & Systems Thinking

This course presents principles of general systems theory and key aspects of their application in psychology, organizational units, urban development, education, and health care by analyzing the systemic nature of the human body, business, educational settings, family, and the modern city. The course develops systemic dispositions in students' personal and professional experiences by providing basic knowledge and skills essential for students to identify their lives and work environments as systems and to generate solutions for changing those environments effectively.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SCI-4110: Ocean Science

This course is designed to give students an interdisciplinary perspective of ocean science focusing on marine ecosystems, ocean currents, adaptations of marine organisms, and environmental problems, such as ocean acidification. The ecology of several oceanic organisms will be covered including: microbes, algae, invertebrates, fishes, reptiles, birds, and mammals. As the largest ecosystem on Earth, students will learn about various marine habitats including coral reefs, mangroves, estuaries, sandy beaches, rocky shores, the open ocean and the deep sea.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SCI-4120: Conservation Science

This course focuses on conservation science theories, models, experiments, and fieldwork. We will examine ecological and genetic aspects of conservation of biological diversity at gene, population, species, ecosystem, landscape, and global levels. This course provides a detailed examination of the discipline including the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SCI-4130: Environmental Justice and Advocacy

In this course, students explore global environmental justice issues and effective means of advocacy. Students examine environmental justice and injustices through case studies documenting fair/unfair treatment and meaningful involvement of

all people with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Students critically examine marginalized/vulnerable communities with respect to race, ethnicity, immigration status, lack of land ownership, formal education, political power or other characteristics. In addition, students investigate grassroots initiatives, climate resilience, risk, mitigation, and adaptation strategies.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SCI-4340A: Contemporary Neuro-Psychology

This course proposes models for relating brain dysfunction and/or damage to observable empirically describable psychological behavior. Basic concepts covered are: the relationship between brain and behavior, lateralization of brain function, emotions, and the neuro-psychology of development and aging. The course also considers a number of neuro-pathologies: neuro-linguistic problems, apraxias, memory problems, and the neuro-psychology of drug abuse.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SCI-4510: Science (Independent Study)

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

SCI-5001: Advanced Environmental Science Field Studies

This course is a faculty-led student engagement field experience designed to enable topically relevant professional development and direct field experience.

Students will travel to various locations for research, networking, examining climate resiliency, opportunities for data collection, advocacy, and environmental justice work. Students will examine and evaluate opportunities to address environmental issues.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SOC (Sociology)

SOC-3000: Oppression, Power and Privilege

This class explores the nature of oppression, power and privilege both in the United States and throughout the world. Systems of oppression operate on individual, institutional and societal levels through conscious and unconscious actions and beliefs to exploit some people and benefit others. These actions and beliefs are based on perceived membership in social groups including those based upon race, gender, class, age, ability, sexual orientation and religion (to name a few). Lectures, discussions and reading assignments will provide students with substantive information on oppression and privilege as well as their causes and effects. Students will also learn ways to affect systems of privilege and oppression through their praxis for social justice and their professional pursuits.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3010: Restorative Justice

This course will explore the guiding principles of restorative justice and how it is distinguished from retributive and criminal justice models. According to Zehr, Restorative justice is a process to involve, to the extent possible, those who have a stake in a

specific offense, and to collectively identify and address harms, needs and obligations in order to heal and put things as right as possible (2002). Students will learn about the benefits and challenges of the restorative justice process by examining local, national and global case studies.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3020: Social Justice Movements, Their Leaders & People

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3030A: Media Literacy in the Information Age

This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to Blogging. We will overview the history and zeitgeist auspices of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. We will use the frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra. Using a range of concrete examples and exercises we will apply these frameworks to discern the social function of media and the dilemmas these currently pose. Students interested in one extra unit are encouraged to apply course content to the creation of a concrete independent media statement of their choice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-3050.SB: Pacific Rim Cultures & Community

This course examines the cultures of various countries that comprise the Pacific Rim. Students are informed through the analysis of cultural norms, values and beliefs of Pacific Rim communities, both within the US and around the world. Through the application of critical thinking skills, students will compare and contrast certain Pacific Rim cultures, learn how history, climate, geography, and trade impact relationships, and explore the contribution that this dynamic area of the world makes to the global community.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3050.SB: Pacific Rim Cultures & Community

This course examines the cultures of various countries that comprise the Pacific Rim. Students are informed through the analysis of cultural norms, values and beliefs of Pacific Rim communities, both within the US and around the world. Through the application of critical thinking skills, students will compare and contrast certain Pacific Rim cultures, learn how history, climate, geography, and trade impact relationships, and explore the contribution that this dynamic area of the world makes to the global community.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3080: Child Advocacy

This course will explore a variety of concepts in child advocacy, including a range of individuals, professionals and advocacy organizations who promote the optimal development of children and family systems. Topics include individuals or

organizations engaging in advocacy to protect children's rights that may be abridged or abused in a number of areas. These topics will be examined from a variety of perspectives, both theoretical and cultural, and case studies will be analyzed.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

SOC-3130.LA: The Cultural Shades of Downtown Los Angeles

This Dash-hosted one-day field trip visits Chinatown, Olvera Street, Union Station, the arts district, Little Tokyo, Central Market, the garment district, and the financial district. Students are introduced to urban setting observation tools used to grasp and record the unique social patterns of each visited zone. In addition, students are immersed in the local cultures of these areas via window shopping, lunch time, snack time, walking and the experience of riding on the Dash system in downtown Los Angeles. A concluding debriefing session is held at the Los Angeles Public Library. No grade equivalent allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-3160: Human Rights and Children

This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children's rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children's' rights to access to education and medical services.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-3170: Prisons, Profiling, and Policing

This course examines the social and economic functions of prisons in contemporary American society. Students investigate how and why prisons have become the preferred solution to crises of global capitalism, the perceived fracturing of American identity, and radical protest politics over the last several decades. Students examine the proposal, increasingly advocated by the families and communities most affected by crime and mass incarceration, of abolishing the prison system altogether. The prison crisis demands that we take an active position and deal with the ethics of incarceration. Students engage with community groups in Los Angeles and beyond working for prison reform and abolition. Student projects are practical and action-oriented.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3410: Nutrition & the Politics of Food

Students explore the relationship between food, culture, politics and health in the US. Considers the history of food in the US; how food policies affect overall health and particular health issues such as heart disease, ADHD, diabetes, and obesity (noting class and cultural differences); and the impact of the current whole foods and organic movement on health and well-being. ENV; GS; SOJ; SBUS

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOC-3420: Working in Schools

This foundational course lays the groundwork for the "in schools" courses that continue throughout the first year of coursework. This course explores various approaches to working with and learning from children and families in K-12 public schooling contexts, with particular attention to the schooling contexts where students currently work. In addition to exploring various theoretical framings and understandings of work in public schooling contexts, this course supports students in cultivating the critical and reflective stances fundamental to work in public schooling institutions.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOC-3440: Critical Analysis of Digital Media

We live in a world of unprecedented communication capabilities: a phone is a global podium, one single tweet can trigger masses, and artificial intelligence is widely used to curate ideas that mirror our individual beliefs right back to us. How did these happen? What is our role as media audience and citizens in this landscape of enticements? Can we spot bias at all, and if so, how is it ultimately constructed? What can be learned from it? The course offers students theoretical and methodological tools to discern the interactive media practices and communication technologies characteristic of late capitalism, and to curb their relentless, sophisticated attempts to make choices for us. To address these, we will examine relevant frameworks drawn from the interdisciplinary, postcolonial field of Cultural Studies, particularly its take on Sociology of Media, Critical Journalism, Propaganda Studies, and Semiotics (analysis of meaning-making processes). Through class discussion, readings and immersive tasks, we will look critically at the distinctive systems embedded in the production, distribution and consumption of contemporary media experiences. Based on these, we will generate a collaborative

toolbox of practical strategies to gain agency over the insidious impact that digitally networked media have on our lives.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous), Online (asynchronous)

SOC-3450: Child Development in Schools

This course teaches foundational concepts in current theories of child development -- with particular attention to the ways those understandings of child development shape students' and teachers' experiences in K-12 public schools. Throughout this course, students draw on their ongoing work with children in K-12 public schools in order to deepen, complicate, and clarify their understandings of child development.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOC-3480A: Gay & Lesbian History Through Documentary Film

This course explores the past 100 years of gay and lesbian history, powerfully evoked through numerous award-winning documentary films and one classic historical text. Each class includes the screening of a full-length film, followed by deconstructive conversations exploring the cultural, political, and psychological impact on gay and lesbian individual and community identity in America. This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in

their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-3510.LA: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

SOC-3510.SB: Diversity & Cultural Awareness

Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships. Any single aspect of community affects the whole. Some may argue that the comfort of distance between people in the community is diminishing rapidly and causing a clash of lifestyles. Others would say that the community is coming together to redefine and improve itself. What are the levels and spheres that make up a diverse community? What role does awareness of diversity and culture play in the life of the community? This course is designed to generate responses to these questions. Professionals, activists, families, and private citizens who are part of this community have been invited to participate in a series of colloquia to share their knowledge, experience, and opinions with the class and community members. Satisfies Global & Intercultural Awareness requirements.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

SOC-3720: Latina/o/x Studies the Culture & the Politics

Welcome to an experience that will leave you with more questions than answers. That is a goal, and in our jornada we will learn through a (re)mix of the social sciences and humanities, as well as interdisciplinary areas that represent different regions, countries and nationalities of focus. On the social sciences side, we will discuss this interdisciplinary area through politics and political sociology. On the humanities side, we will experience poetry, music, storytelling, and creative writing. This is a "W" (writing emphasis) class in which students will develop tools to improve their academic writing. *The term "Latina/o/x Studies" is a reflection of dialogues taking place in the interdisciplinary area relating to the presence of Latin American nationalities in the United States and elsewhere. It is a blend of two strands of thinking: "Latina/o Studies" and "Latinx Studies," There is agreement on the need to shift away from the male "Latino" toward gender-inclusive forms.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

SOC-3770: The Latino Community in American Soc

According to the 1990 census, by the year 2010, the Latino community will become the largest ethnic population in California. The Latino language and cultural influences will be felt in all public and private sectors of the society. As residents and future professional service providers, the students' need to become aware of and understand Latino culture is

critical. This course is designed to introduce the Latino community from cultural, historical, and psychological perspectives. Students will critically analyze the social context of the Latino in the United States using Santa Barbara as the study site.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3780: Racism & Sexism in America

This course examines the evolution of racial and sexist attitudes and behavior from several perspectives and traces the impact upon groups. Strategies of social change will be evaluated as ways to enhance freedom, justice, equity and equality. The class will emphasize critical thinking about ethical problems that confront us in everyday life. It will challenge you to develop your own stand on selected issues and to sympathetically understand alternative points of view.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3781: Class, Race, Gender & Sexuality Exploring Social Inequalities

This course examines class, race, gender and sexuality as categories of social difference. We will address how these categories shape society, individual life-changes, and daily social interactions. The course takes a social constructivist approach, i.e., rather than focusing on biological differences, we explore how our society shapes the way we come to understand and experience race, class, gender, and sexuality. We will discuss how privilege and oppression are patterned by race, class, gender, and sexuality and how inequalities are perpetuated in institutional and interpersonal contexts. We will learn how these systems of inequality are highly interrelated - a concept called intersectionality. This

course will offer you a new way of understanding social inequality and strategies for social change.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

SOC-3801: Global Women's Health

This class will explore the social and biological factors impacting women's health, with special emphasis on the countries of the Global South: Asia, Africa, and Latin America. Women's and girls' health is linked to many dimensions, including the type of work they do, access to food and water, sanitation, cultural practices regarding pregnancy and childbirth, and access to health care services, as well as local patterns of disease and other health concerns. As we explore these questions, we will seek the voices of the women of the Global South, and explore how local communities are coming together to improve women's health. Topics will include the role of traditional birth attendants, the impact of poverty, violence against women, safe practices for childbirth, as well as the innovative programs for health education provided by community health workers in many rural communities. We will also attempt to explore the impact of the current pandemic on women and girls in communities of the Global South.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous), Online Meeting (synchronous)

SOC-3840A: Social Psychology

In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores

how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-3900B: A House Is Not a Home Homelessness in Los Angeles

Students learn the circumstances under which people become homeless, examine their daily struggles and identify local efforts being made to address this persistent social problem. Students interface with an established downtown Los Angeles activist and visit a facility that serves this population and one which serves homeless persons with mental health challenges. No grade equivalents allowed.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

SOC-3925: Corrections & Mental Health

This course provides an overview of methods used in correctional facilities across the United States to implement behavior modification techniques and mental health services. It addresses the challenges from political, financial, psychological, and social standpoints and the unique integration of other services and programs that aid in improving mental health for offenders. The course aims to broaden perspectives about the criminal justice system from a corrections standpoint and critically think about ways in which mental health services can reduce recidivism and advocate for better functioning individuals. Special attention will be paid to systemic barriers for BIPOC, neurodiverse, LGBTQ and

trauma affected populations. Students will gain a basic understanding of rights and protections of offenders while in custody, and the unique needs of this population.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

SOC-3941: Special Topics in Sociology

Each quarter, a one-unit seminar is offered on contemporary topics.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

SOC-3960: Soc Independent Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

SOC-3980: Internship

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

SOC-4010: Participatory Media

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-4200: Race and Racism

The purpose of this course is to equip students with a comprehensive understanding, both theoretical and applied, of race as a category of identity and racism as a system of domination and inequality. Students develop a keen awareness of major scholarly figures in the field of ethnic studies and learn the politics of theorizing and defining racial categories as an intellectual exercise. Students weigh competing perspectives, using historical and contemporary evidence, to examine what race is and how it works, including biological determinism, cultural pluralism, and social construction. The course pays close attention to the political context and effects of these theories; for example, the relationship between biological determinism, the eugenics movement, and immigration restriction in the 1910s and 1920s; and the links between the social construction/racial formation perspective and the civil rights and ethnic studies movements from the 1960s to the 1990s. Students critically analyze how racial categories (especially whiteness) have been constructed through the intersecting actions of government, capital, cultural producers, and everyday people.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-4340: Activism, Art, and Social Justice

This transdisciplinary course empowers students to investigate the intersections between systems of oppression, activism and art and to discern how these may beget inventive tactics that confront, expose, mock, provoke, and/or shock injustice. Together we will consider the historical, political and aesthetic underpinnings of arts that are associated with justice causes or movements: Antiracism, economic equity, the environment, and the human rights of indigenous communities, LGBTQ individuals, migrants and women. Students will learn ways to reflect on these dimensions from Postcolonial and Queer Theory perspectives and to use their current academic

concentration as an additional lens to immerse themselves in course material.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOC-4400: Homelessness; the Deepening Scandal

Focusing on homelessness in local manifestations, students examine the organized response of Seattle and King County social service and social action groups. Students examine local causes of homelessness, how these have changed over time and strategies in the community to help ameliorate the problem. Local activists and guest speakers with many years of experience enliven the discussion. HS; PSY; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOC-4510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

SOC-4800: Special Topics: Human Services

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

SOC-4910: Sex-Positivity and Social Justice

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

SOJ (Social Justice Studies)

SOJ-4050: Women's Health: Global Perspectives

Women's health is linked to many dimensions: work, access to food, family status, cultural practices regarding pregnancy and childbirth, and access to health care services. Topics include the role of traditional birth attendants, the impact of education on women's health, violence against women, the health effects of poverty, problems in the health of girls and specific health problems such as maternal mortality and AIDS. Focuses on Asia, Africa and Latin America. GS; HS; SOJ

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOJ-4800: Special Topics in Social Justice

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SOS (Social Sciences)

SOS-4200: Environmental Economics

This course focuses on understanding macroeconomic theories and the reliance that market mechanisms have historically had on cheap resource availability and cheap energy. The course additionally addresses our understanding of the health and ecological benefits that diverse ecosystems provide, and for finding ways to internalize these values inside of market mechanisms.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SOS-4220: Psychology and the Environment

In this course, students will examine the origins of our psychological orientations toward some of our significant global environmental issues. We will study what these environmental issues are, their connection with human behavior, and the philosophies that accompany such behavior. During this course students will also acquire knowledge about what some of the approaches in psychology have to offer in response to these environmental issues. *(updated 8/22/22)*

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SOS-4300: Environmental Health

This course focuses on understanding public health in relation to environmental factors such as air pollution, water pollution, and solid and hazardous waste disposal. It also addresses public health concerns raised by risks due to food supplies in a global marketplace, the spread of infectious diseases, and the apparatuses necessary to deliver health care

services to poor and under-serviced populations.
(updated 8/22/22)

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SOS-4525: Community Engagement & Service Learning

Community Engagement and Service Learning engages students in the opportunity to actively address the realities that exist in our communities. Through purposefully designed service learning activities and critical reflection, students connect theory to practice while learning by doing. This enhances classroom learning and allows students the opportunity to practice skills before graduation, to work meaningfully with community partners, and to appreciate various aspects of the work they do in a broader social context. Community engagement also provides networking opportunities for students and prepares them to become agents of meaningful change in their communities and professions.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SPA (Spanish)

SPA-2050: Conversational Spanish

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Spanish immediately for communication, as well as an introduction to Spanish language and culture.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

SPA-2051: Narrative Writing in Spanish

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Spanish. Students write several short essays, each developing particular aspects of narrative writing in Spanish.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Prior Learning

SPED (Special Education)

SPED-4310: Differentiating in an Inclusive Classroom

Teacher candidates focus on theories and strategies for teaching students with special needs. Course focuses on collaborative practices with teachers, parents and other professionals, as well as curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the diversity of children and families.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

SPED-6000: Special Ed Independent Study

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed.

Concentration/Endorsement Options.

Min. Credits: 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Independent Study

SPED-6270: Internship in Special Education

Students demonstrate knowledge and skills in a classroom setting. The students participate in the processes of collaboration, teaming, partnerships, record keeping and supervision of volunteers and paraprofessionals. (Six week Supervised Internship and completion of the Special Education Endorsement Portfolio) Pre-requisites: 24 credits of special education courses and permission of Chair.
Min. Credits: 8.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Student Teaching

SPED-6310: Differentiating in an Inclusive Classroom

Teacher candidates focus on theories and strategies for teaching students with special needs. Course focuses on collaborative practices with teachers, parents and other professionals, as well as curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the diversity of children and families.
Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

SPIR (Spirituality & Religion)

SPIR-3100: Pilgrimage: Walking with Intention

The pilgrim journeys to a sacred place as an act of devotion, in search of healing or answers to life's questions. The physical journey becomes a metaphor

for the inner journey. A highly experiential and interdisciplinary exploration of historical, cultural, spiritual and psychological perspectives on pilgrimage. A&L; SPI
Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

SPIR-4800: Special Topics in Spiritual S

Includes course offerings of special interest within or across areas of concentration.
Min. Credits: 1.0 **Max Credits:** 8.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle
Method(s): Classroom

SSC (Social Sciences)

SSC-5001: Foundations of the Social Sciences

This course addresses the history and dispersion of Social Scientific enquiry from the late 18th century to the present. The course will demonstrate how various disciplines in the Social Sciences, such as Linguistics, Economics, Political Science, Sociology, Psychology, and Geography have influenced the terminology and central problematics of many of the professional disciplines which exist today, including Management, Education, and Conflict Resolution. The course will also investigate how traditional disciplines in the Social Sciences have conjoined with other disciplines from the sciences and the humanities to form new interdisciplinary models of inquiry.
Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5002: Social Science Research Methods

This course introduces students to scientific methods of research that they can effectively use to address the issues and questions that arise in the course of studying various aspects of human societies and human interactions. Students will become proficient at raising and reviewing productive research questions, formulating researchable hypotheses, designing logical and effective research strategies, conducting relevant empirical research programs, evaluating data, addressing issues of reliability and validity, and observing ethical research protocols.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5003: Individualized Study in the Social Sciences

This course explores various iterations of what a student wishes to accomplish in the course of creating their program of study in a student-defined area of study in the social sciences. It will involve serious reflection, introspection, and sharing of materials. Students will become proficient at designing courses with relevant, meaningful, and measurable outcomes; at linking course descriptions with course outcomes; at creating demonstrable curricular maps; and at collaborating with others to explore the legitimacy of one's degree plan.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5005: Transition to Foundations of Individualized Learning in the Social Sciences

This course serves as a bridge from a student's prior learning academic experience to a finished degree plan. Students will explore various versions of what they wish to accomplish in their chosen fields of study. This course will involve serious reflection,

introspection, and sharing of materials. Students will become proficient at designing courses with relevant, meaningful, and measurable outcomes; at linking course descriptions with course outcomes; at creating demonstrable curricular maps; and at collaborating with others to explore the legitimacy of their degree plans.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5006: Foundations of the Social Sciences, Concentration in TLC

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5007: Social Science Research Methods (TLC)

This course introduces students to scientific methods of research that they can effectively use to address the issues and questions that arise in the course of studying various aspects of human societies and human interactions. Students will become proficient at raising and reviewing productive research questions, formulating researchable hypotheses, designing logical and effective research strategies, conducting relevant empirical research programs, evaluating data, addressing issues of reliability and validity, and observing ethical research protocols.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5010: Education and Human Development

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5011: Natural Learning Relationships Concentration in TLC

This course maps the development and the evolution of consciousness in children and compares that to the evolution of consciousness in adults. We will experientially explore the scope of human development while simultaneously providing participants direct experience of how that takes place in each of us (including brain development and physical/cultural anthropology). We will also examine, through observation and self-reflection, the evolving consciousness in children that can guide interactions and engagement between adults and children. While gaining deeper insights into human development, learners will also engage in reflective activities pertaining to their own development.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5020: Conflict Resolution

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5021: Modes of Inquiry

We know in our heads, our hearts, our bellies, our dreams; through emotions and ideas and insights and intuitions and premonitions and visions and body sensations. With each of these aspects of our being, we inquire, both consciously and unconsciously.

Epistemology is the investigation of knowing how we know. When we explore how we know, we stand in metaposition to our own knowing, that is, as a witness to our knowing. This witness stance offers a location of consciousness from which we can observe both ourselves and the world more accurately and more fully.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5030: Management

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5031: Learning as a Living System

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5040: Global Competencies

In a rapidly changing global marketplace, what kinds of skills are necessary to thrive in a professional setting? This course will address what it means to be globally competent today. Students will address the competencies required in whatever fields or interests they might consider for their futures. Recognizing that we are all both international and national citizens, students will explore how to thrive in businesses, communications, and partnerships, creating innovative and sustainable platforms for exchanges in writing, marketing, education, politics, and international trades.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5041: Adult Development and Accessing Wisdom with Children

This course examines the dynamics of bi-directional development between adults and children. In so doing, the course explores how both adults and children can access greater self-knowledge and discover new meaning, leading to positive change, transformation, and the emergence of wisdom. Learners will actively engage in course learning by engaging in beneficial development exercises and practices.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5042: Media & Social Change in the Digital Age

This course uses an inquiry-based approach that is centered on contemporary questions affecting individuals and cultures centered on social and personal transformation and social justice. This course serves as an inquiry into human cultures as socially constructed realities that form between media, technology, science, art, and spirituality. Through the study of theories of consciousness, scientific studies, new media programs and theories, and other cultural artifacts, this course traces how new media and artificial intelligence challenge our understanding of what it means to be human, and how social engagement in the digital age is altered by the acceleration of time and the collapse of space.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5050: Managing Socially Constructed Conflict

This course examines the social construction of race, class, gender, and sexual orientation through a sociological perspective and explores how these categories lead to conflict. This course uses a qualitative methodology that focuses on interviewing as a research strategy and practice. Students will explore how individuals and groups manage conflict within the realms of race, class, gender, and sexual orientation. Students will also discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact the research process.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5051: Appreciative Inquiry Leadership

Appreciative Inquiry (AI) is a way of being and seeing. It is both a worldview and a process for facilitating positive change in human systems, such as organizations, groups, and communities. In Appreciate Inquiry, one seeks the vital and effective elements that make human systems function successfully. AI Leadership begins by identifying this positive core in an organization and connecting to it in ways that heighten energy, sharpen vision, and inspire action for change.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5060: Trauma, Teams, and Leadership

This course will benefit those hoping to improve employee-management relations and prevent common concerns in the workplace such as compassion fatigue, vicarious trauma, high turnover, absenteeism, rationalizations, toxic personalities, etc.

Students will examine the impact (within themselves and their teams) of working with traumatized populations to discover what is needed as leaders to reduce the likelihood of negative impact within their own cultures, teams, and selves. Students will take a deeper look at a number of topics that will allow participants the opportunity to practice new ideas and skills in being more mindful and trauma informed managers, leaders, and healers.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5061: Children and Social Justice

This course begins with the assumption that children have an innate capacity to know themselves as socially just beings, though they may experience and actualize this capacity in different ways at different ages. Through the eyes of children ages five to twenty-five, learners will discover how children organize, see, know, feel, and learn social justice in their everyday life. Learners will explore how to nurture their own capacities for social justice through relationships and education so that they know themselves as socially just and can recognize and participate in social justice in all aspects of their lives through various applied practices.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5070: Educating Black Girls to Thrive

This seminar enacts a critical investigation of the social, political, cultural narrative and lived experiences of African American girls in the United States, utilizing Black Feminist and Womanist frameworks as a grounded approach to investigate, explore, and understand the experience of criminalization many Black girls are expected to survive in American schools. This seminar will

include discourse that examines the relationship between narratives constructed around freedom and criminalization among Black girls in American schools. The purpose of this seminar is to engage students in reflective examination around the following broad themes related to the expectations and experiences of Black girls in American schools: gendered expectations; "adultification;" the policing of bodies; carceral treatment; internal wounding and healing; and empowerment. This seminar will also explore Black feminist pedagogical practices and Womanist ideals that promote an alternative to traditional methods for educating Black girls.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5071: Intersubjectivity & Participatory Education

This course explores several applied and theoretical aspects of participatory education as a praxis. Learners will develop collaborative relationships with one another and with the instructor by engaging in intersubjective, dialogical interactions, opening up new spaces for authentic communication to flourish. By developing and refining various applied communicative practices, including Art of Hosting, World Cafe, Open Space Technology, the Circle Way, Work that Reconnects, or U.lab, learners will develop a deeper understanding about how we learn, know, make sense of, and harvest the collective wisdom of the world around us - both as individuals and as groups.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5080: Modern Socialist Theory

This course will introduce Socialist theories as viable alternatives to capitalist theories of economic and

social development in modern society. This course will provide an in-depth, comprehensive overview of Socialist theories from the middle of the 19th century to the present day. Students will examine the writings of key socialist theorists, including Karl Marx and Friedrich Engels, V.I. Lenin, Hubert Harrison, Mao Tse Tung, Che Guevara, Antonio Gramsci, W.E.B. DuBois, Langston Hughes, Rosa Luxembourg, Mother Jones, Louis Althusser, and others in order to gain a sense of the international development of socialism as a critique of capitalist theories of social and economic development. The course will focus more on the theoretical development of socialism than its various realizations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5081: Linguistic Techniques for Empowerment

This course will focus on insights from practices such as Neuro-Linguistic Programming (NLP), Cognitive Behavioral Therapy (CBT), and various non-violent communication and motivational techniques to assist in personal and professional goal achievement. Learners will gain an understanding and develop skills pertaining to linguistic techniques deliberately employed for increasing communicative understanding; establishing positive, goal-based outcomes; and influencing neuro-biological behavior. Learners will focus on building practical applications to employing linguistic techniques to improve their life experiences-including theories, examples, practices, and discussions of each technique.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5091: Neurobiology and Learning

How does learning actually occur in humans? The growing knowledge from the neuro- and cognitive sciences provides a rich and universal framework to better understand the needs of our children, teens and adult learners, including cognitive development as well as emotional and motivational systems of the brain. This course provides a foundation in the basic functions (anatomy, physiology and pharmacology) of human neurology as they relate to human development and the neurobiology of learning. The goal is for learners to understand the principles of learning as they apply to all children, youth and adult learners. The final project of the course will focus on learners' personal research interests about learning and the brain.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5101: Journaling and the Art of Listening

This course has three purposes: 1. To provide learners with an experiential method of developing their ability to listen to themselves and learn of themselves; 2. To learn, practice and develop listening as an activity to build relationships with self and others; 3. To come to their own understanding of the relationship between dialogue and consciousness. Through this course, learners will explore the works of various proprioceptive writers, and they will engage in the daily practice of proprioceptive writing and attend to developing their ears both for "inner" and outer hearing. In addition, learners will also explore the space that opens when humans listen deeply to one another, and when they invite the other to enter into their consciousness.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5300: The Art of Storytelling

The Art of Storytelling explores, celebrates, and cultivates our natural human impulse to turn to story and to share those stories with others. Emphasis will be placed on exploring the tools of the trade (story content and structure, voice, gesture, movement, rhythm, timing, dialogue, audience involvement, etc.) through story shares.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5310: This Body of Knowledge

This course is an emergent event and encounter. Trusting the scaffolding of the human being as a being of body, soul and spirit, we will explore ancient to present day methods, experiences and approaches to accessing our sense of knowing, of inspiration, and of purpose. Conversation, investigations, presentations, ritual and experiential activities with the arts will invite us into a declarative space of "I am this body of knowledge".

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5320: Envisioning and Founding a Post-Traditional School

Learners in this course explore education that includes body, mind and spirit and consider how these can be expressed through the structure and culture of developing a school. Learners articulate their own personal vision of holistic pedagogy and develop key documents that will help to define their school-to-be: mission statement, statement of philosophy re the process of human development, the process of learning, and the role of curriculum, pedagogy, teachers, and so on. Learners then explore the elements required to found a holistic school: the nature of its ownership and governance; the role of its

leadership; facilities and resources; legal requirements in the location of operation; recruitment of families and learners; hiring of staff; and start-up of operations and likely initial challenges.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5330: Mindful and Relational Teaching: Educating for a Culture of Peace

This course deepens learners' awareness of how they interact with others as well as expands their feelings of compassion, kindness, and love, so that they can comprehend human nature in an open and inclusive manner. Learners engage in contemplative and self-reflective practices as well as inquiry-based learning. Learners develop and carry out a compassionate action research project in which they will apply what they have learned in the course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

SSC-5401: Social Science Colloquium I

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5402: Social Science Colloquium II

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

SSC-5403: Social Science Colloquium III**Min. Credits:** 0.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous), Online Meeting (synchronous)**SSC-6201: Individualized Course in Social Science****Min. Credits:** 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**Faculty Consent Required:** Y**SSC-6202: Individualized Course in Social Science****Min. Credits:** 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**Faculty Consent Required:** Y**SSC-6203: Individualized Course in Social Science****Min. Credits:** 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**Faculty Consent Required:** Y**SSC-6204: Individualized Course in Social Science****Min. Credits:** 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**Faculty Consent Required:** Y**SSC-6205: Individualized Course in Social Science****Min. Credits:** 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**Faculty Consent Required:** Y**SSC-6930: Thesis Preparation Seminar**

This course is offered to students who have chosen to write a thesis to fulfill their requirements of the IMA program. Using a workshop format, learners will compile and outline an initial thesis plan and proposal, centered around the research questions they wish to address in their thesis.

Min. Credits: 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous), Online Meeting (synchronous)**SSC-6970: Capstone**

The Capstone Project is an expression of an integrated culminating intellectual experience in which students develop, create and present an inquiry-based project relevant to their professional goals and their areas of academic interest. A capstone can be an applied learning project, a creative work, or a written work, and requires express consent of both a student's Advisor and Mentor. The capstone must demonstrate the advancement of Social, Racial, Economic, or Environmental Justice.

Min. Credits: 3.0**Credit Basis:** Semester credit**Location(s):** Antioch University**Method(s):** Online (asynchronous)**SSC-6970X: Capstone Continuation**

Continuation of capstone work.

Min. Credits: 0.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

SSC-6980: Thesis for the Social Sciences

This thesis course is a process-oriented writing course that integrates reading, research, writing, and oral presentations so that students may demonstrate the culmination of their learning in their field of study. The course normally takes place over two terms. Final thesis approval rests on a committee consisting in a student's Advisor, Mentor, and a third reader mutually agreed upon with the student.

Min. Credits: 6.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Thesis / Dissertation

SSC-6980X: Thesis Continuation

Continuation of thesis work.
Min. Credits: 0.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

SST (Sustainability)

SST-3500: Thinking in Systems

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

SST-3600: Human Population and Global Poverty

This course will focus on factors that have led to the alarming rate of growth in the world's population. It will focus on the demographics of population growth

and disparities in wealth distribution. It will also examine methods of curbing global population growth, some of which use laws and public policies, some of which use market mechanisms, and some of which use the development and health and educational networks.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

SST-3700: Culture and Ecology

This course introduces students to a variety of cultures from around the world, and focuses on how each developed in relation to its natural environment. The course also examines historical and economic changes that have resulted from environmental changes, population and demographic shifts, and interactions between cultural groups.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

SST-4500: Environmentally Sustainable Business Practices

This course covers the process of bringing new innovations and ideas to fruition. By emphasizing where sources of funding (grants, governmental programs and incentives, universities and school systems, philanthropic organizations) can be combined with markets and organizations to take ideas from the research and development phases to being market-ready, this course combines theoretical approaches to market innovation with hands-on experience and practice. This course will include a minimum of 15 hours of field-based learning.

Min. Credits: 3.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)

Television

TEL-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

TEP (Teacher Education Preparation)

TEP-5000B: Grassroots Organizing for Social Justice

Most progressive social change in the U.S. has been achieved through social movements (the civil rights movement, the anti-war movement, the labor movement, the women's movement, etc.). While strategies such as legal advocacy, social service provision, direct action mobilizing, and participation in electoral politics have all played a role in advancing progressive goals, movements anchored in grassroots organizing have been the engines driving progress toward greater equality, freedom, and democracy within the U.S. These sessions will introduce candidates to a specific social change strategy-direct action labor/community organizing. Organizing is the process by which ordinary people gain the power needed to bring about change in oppressive policies or institutions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5040: Social Science and Children's Experience

This course teaches methods of making social science content knowledge meaningful in children's lives. Approaches include developmentally-appropriate

instruction in the processes of government, politics, and history-making, including the sociocultural and political factors affecting first and second-language development, and the implications of the differential status of language and dialects, value systems, and skin color. Candidates learn how to engage students in the study of different cultures in the US and California, including contributions of cultural diversity, and relationships of superordination and subordination relative to culture.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5050: Reading Instruction in Elementary Classrooms

In this course, candidates learn to provide balanced and comprehensive reading instruction for K-8 classrooms, with an emphasis on emergent reading. Relationships between oral and written discourse and language variation are studied in order for candidates to begin to develop flexible literacy instruction strategies and skills to meet the needs of diverse students. Candidates examine social, cultural, economic, and political factors affecting literacy development particularly first- and second-language development.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5070: Real World Mathematics

This course reflects an interdisciplinary, culturally responsive approach to teaching mathematics that enables teachers to engage all students with the core curriculum in a real-world context. Candidates learn to use a variety of pedagogic methods and teaching materials as well as a variety of opportunities for their students to demonstrate their knowledge.

Candidates engage in reflective dialog regarding the NCTM Standards, the California State Framework, and the content standards for mathematics. Strategies for teaching mathematics to second-language learners are practiced.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5100: Science Discovery Teaching, Action Learning

This course introduces methods of teaching science within the context of ecology with a focus on fostering English language development (including SDAIE and ELD) particularly the development of students' science-related language. Critical thinking, problem-solving, and problem-posing are at the center of unit and lesson planning. Candidates plan and implement balanced instruction with knowledge of how physical, life, and earth science content standards are achieved in conjunction with investigation and experimentation. Candidates design instruction informed by students' development and language usage. Candidates learn to use literature, to teach students how science was and is learned--through hands-on experiment and discovery. Teaching students to protect and sustain ecological systems is considered central to the course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5110: Language Arts Curricula Theory and Methods

Candidates expand their foundational learning from TEP 505 by deepening and broadening their abilities to plan and deliver a comprehensive, integrated, interdisciplinary, and methodologically-grounded language arts program that supports access to the

core language arts curriculum for all students.

Theories and methods of instruction for English language development (ELD) and specially designed academic instruction delivered in English (SDAIE) are reviewed. Candidate competency is expanded to include more integrated instructional approaches to promoting fluency through reading, writing, spelling, oral language, vocabulary development and the use of various genres of literature and expository texts that reflect cultural diversity for all elementary grades.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5120: Student Teaching W/ Prof Sem I

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the degree. Candidates will be expected to apply knowledge of engaging and supporting students in learning, including EL learners and students with disabilities. In addition, candidates will learn about creating and maintaining effective environments for student learning and how to optimally understand and organize subject matter. Also, candidates will apply knowledge of planning instruction and designing learning experiences for all students and assessing student learning. Lastly, they will work to continue their development as professional educators.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Field Study

TEP-5122: Student Teaching with Prof Seminar II

The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate's ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates' completion of TPA 4 (Culminating Teaching Experience) and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching is demonstrated utilizing the Antioch Developmental Rubric as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook.)

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5130: The Arts in Culture and Learning

This course is designed to enable candidates to understand the role of art, artists, and culture in teaching children in a multicultural society. Candidates are introduced to interpretive models for understanding the role of art in building culture,

particularly major cultural groups represented in California. Candidates learn how to integrate artistic methods into all disciplines by providing culturally-responsive instruction based on the Visual and Performing Arts Framework adapted to the needs of diverse students. Candidates will engage in direct art making activities, reflective writing and discussion, and attend an Evening for Educators Program at the Los Angeles County Museum of Art in order to better understand these strategies and processes and use them effectively in an elementary and middle school classroom. Music and its role in the classroom will also be addressed. The instructors of this course and TEP 510 Science: Discovery Teaching, Action Learning will coordinate several of the assignments culminating in an integrated thematic unit.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5160: Culture and Language in the Classroom

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-5190: Educational Technology

In this course, candidates gain experience in web-based research strategies for instructional materials as well as for classroom use. The instructor facilitates candidates' developing a personal philosophy of educational technology and independent expertise. Educational software and websites usable with a diverse student population are reviewed and critiqued. Candidates critically examine cultural and socioeconomic differences relative to use of and access to technology. Various uses of information technology and the experiential nature of teaching with educational technology are explored. Candidates

develop the knowledge and skills to integrate technology into the classroom and motivate diverse students with different abilities, learning styles, and accessibility issues.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5250: Physical Education and Movement

In this course candidates learn fitness activities, developmentally appropriate movement activities as defined in the National Physical Education Standards and the California Framework on Physical Education and develop knowledge of locomotor and non-locomotor skills. Definitions and examples of health related physical fitness are introduced and discussed. Candidates learn activities that will establish classroom management, cooperative and team building activities, and provide success for all students during physical education activities. Candidates will be introduced to assessment methods in physical education. Modifications of activities will be examined and practiced for English Learners and students with physical disabilities.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Workshop

TEP-5260: Systems Thinking

This course presents principles of general systems theory and key aspects of their application in psychology, organizational and urban development and education. The course is built as a means of evoking and developing systemic dispositions in students' personal and professional experiences. Candidates will evolve with basic knowledge and skills essential to effectively identify their live and work environments as systems and generate solutions

for effectively changing those environments.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5270: Dialogue Seminar

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-5310B: Enhancing English Language Development with Literature

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-5310C: Enhancing English Language Development with Literature

This course is intended to explore the kinds of stories and perspectives that are introduced to children. What messages do they receive and as adults what can we do about that information? For the teachers in the course we will explore children's literature that can enhance all students' access to the core curriculum, particularly English Learners. Candidates will practice using children's literature to develop the thinking, reading, and speaking skills of English Language Development students. Part of this practice will include how to use literature to advance students' thinking about issues of prejudice, fairness, and equity. We will learn to evaluate a wide variety of children's literature in terms of its appropriateness and accessibility for all students. We will explore how to enhance the literature collection in our library as well as working together to support the Horace Mann Upstanders Award.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5331: Field Practicum

The field practicum is designed as a laboratory for concurrent methods courses. Candidates are placed in schools where they observe and participate using the theories and strategies taught in these courses.

Candidates work with children from diverse cultural and language backgrounds. The practicum is designed to cover topics related to the development of reflective teaching practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Field Study

TEP-5360: Foundations of Social Justice Education

This course provides an orientation to the philosophies of teaching and learning that guide the MAE/TC degree. A primary objective is to facilitate candidates' beginning constructions of their professional identities as teachers in diverse classrooms. Candidates study multiple aspects of the history, philosophy, sociology, politics, pedagogy, and purposes in public education in the US.

Candidates also review the demographics of student populations and how they are related to student outcomes, including careful examinations of racism, classism, and other forms of bias and their relationships to the distribution of educational opportunities including good teachers. The discipline Frameworks, Content Standards, and Standardized Testing are studied and critiqued from a variety of perspectives. While developing their own philosophy of education statement, candidates study how to establish a caring learning community based on the principle of mutual respect.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5371: Mediation and Conflict Resolution in Schools

In this experiential course students learn and practice decision-making, conflict resolution, collaboration and mediation skills utilizing case studies, activities and role-playing on and about a variety of environmental and social justice issues. Candidates learn strategies for communicating with individuals and groups, particularly with people who differ from the self in terms of culture, ethnicity, language use, gender, sexual preference, and social class.

Candidates explore different ways of utilizing these skills and implementing these concepts in multicultural school and classroom settings.

Candidates develop sensitivity to students' unique needs and issues. Candidates learn and practice developmentally appropriate skills for grades K through 8. Candidates will also actively reflect on their experience as a member of a cohort, and begin to use the concepts, skills, and theories presented in the course to maximize the group's productivity.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5380: Classroom Organization Theory and Practice

In this course, candidates study the social and developmental psychology and sociology of classrooms. They also examine the philosophy behind popular methods of behavior management. Classroom models from democratic to autocratic are studied while candidates observe and participate in assigned classrooms. Candidates reflectively construct an organization plan for their own practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5440: Child Development & Learning

The course explores current child development theories and their classroom applications for children in grades K through 8. By exercising analysis of the child's behavior and results of professional research, the course involves candidates into a systemic vision of learning as an intrinsic part of natural interplay and unity of biological, cognitive, social and psychological processes in child development. The major topics include physical, cognitive, social-emotional development and resilience in childhood. This course is built as a means of evoking and developing candidates' personal experiences with the process of their own and other people's growing up and learning. The course emphasizes developmentally appropriate teaching practices. Candidates will gain knowledge and skills essential to the guidance of children including creating and maintaining effective learning environments. The course utilizes an array of reading materials and multimedia.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5450: Language Development & Acquisition

This course will examine theories of first- and second-language acquisition, language structure and its use, and the developmental and socio-cultural factors that affect language learning and use. We'll also consider how language policies and larger societal discourse shapes the work that we do in classrooms as well as the identities students take up

and display in and through language. The course focuses on dialects and standard languages, the implications of the differential status of language and dialects, value systems, acculturation patterns, and language environments. Relevant federal and state laws, policies, and legal requirements governing the education of second-language learners are studied, along with a review of different school-based programs designed to support English language development. Throughout the course we invite you to examine your own beliefs about language, reflect on your experiences as both learners and teachers, and draw connections between theory and practice.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5611: Assessment of Student Learning

The purpose of this course is to provide participants with foundational knowledge on key issues related to assessing learning. We will examine K-6 student assessment from both theoretical and practical perspectives and apply our emerging understandings to the application and critical analysis of current educational assessment policies and practices.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5650: Adaptation Pedagogy

In light of recent education policy changes that focus on rigorous and structured instructional practices that may exclude the specific needs of individual students, particularly of ELL and special needs students, it is more vital than ever to design curricula that allow appropriate and supportive access to the content for all students. Creating a flexible yet robust curriculum requires a novel perspective on teaching

and learning that is referred to as Adaptation Pedagogy. This course is designed to parallel the fieldwork course (TEP 533) and will allow candidates to explore with increasing depth diverse methods for learning about specific student needs, for looking at the students' longitudinal academic development, for designing and implementing appropriate intervention strategies for students of need, and for exploring the candidate's implied and stated beliefs, attitudes, and expectations related to teaching in diverse communities. Topics will include ethnicity, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-5960: Independent Learning

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

TEP-5990: TPA Workshop

There are four workshops designed to provide credential candidates with the knowledge and skills necessary to complete California State's Teacher Performance Assessments (CalTPA). This course is designed to provide support for candidates to meet the California requirements for these assessments. The products of the workshops will be draft responses that candidates will submit individually to State calibrated assessors.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

TEP-6010A: Social and Legal Dimensions of Special Education

This course provides candidates with information required to meet the needs of exceptional students. Content areas include state and federal special education legislation, exceptional learner characteristics, referral practice, and mainstreaming principles. As a result of this course, teacher candidates will understand their legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6010B: Teaching and Accommodating Students with Disabilities

This course builds upon the knowledge gained by candidates in TEP 601A. Candidates will learn skills necessary to accommodate the special education student within a mainstream environment. Candidates learn informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, teacher candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Workshop

TEP-6011: Social & Legal Dimensions of Special Education

This course provides candidates with information required to meet the needs of exceptional students. Content areas include state and federal special education legislation, exceptional learner characteristics, referral practice, and mainstreaming principles. As a result of this course, teacher candidates will understand their legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6011A: Social & Legal Dimensions of Special Education

This course provides candidates with information required to meet the needs of exceptional students. Content areas include state and federal special education legislation, exceptional learner characteristics, referral practice, and mainstreaming principles. As a result of this course, teacher candidates will understand their legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6011B: Teaching & Accommodating Students with Disabilities

This course builds upon the knowledge gained by candidates in TEP 6011. Candidates will learn skills

necessary to accommodate the special education student within a mainstream environment. Candidates learn informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, teacher candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6012: Teaching & Accommodating Students with Disabilities

This course builds upon the knowledge gained by candidates in TEP 6011. Candidates will learn skills necessary to accommodate the special education student within a mainstream environment. Candidates learn informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, teacher candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6020: Advocating for Healthy Children

This course covers knowledge about cultural and socioeconomic differences relative to nutrition, physical and mental health, and healthcare service issues. Candidates learn skills in working with students and families from diverse backgrounds for the purposes of providing effective interventions concerning health problems. Drug awareness and sexuality education programs are examined and candidates develop their positions on these issues.

Candidates learn skills in identifying and reporting physical and psychological neglect and abuse, substance abuse, and information regarding various referral options.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Workshop

TEP-6021: Advocacy & Activity for Healthy Children

This course covers knowledge about cultural and socioeconomic differences relative to nutrition, physical and mental health, and healthcare service issues. Candidates learn skills in working with students and families from diverse backgrounds for the purposes of providing effective interventions concerning health problems. Drug awareness and sexuality education programs are examined and candidates develop their positions on these issues. Candidates learn skills in identifying and reporting physical and psychological neglect and abuse, substance abuse, and information regarding various referral options. Candidates learn fitness activities, developmentally appropriate movement activities as defined in the National Physical Education Standards and the California Framework on Physical Education and develop knowledge of locomotor and non-locomotor skills. Definitions and examples of health related physical fitness are introduced and discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6030B: Graduate Seminar

This course is designed to provide students with the opportunity to intensively study selected areas of contemporary education issues. The course will provide a knowledge base that is conceptual and empirical and will help students develop independent

inquiry skills. Students will explore and pose problems and possible solutions related to the area to be explored.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6030H: Graduate Seminar: History of Ideas

We shall survey social, economic, religious and other influences that have come to bear on the formation of our political perspectives. We shall also look at some views of what can best be called human nature from the perspectives of the drives and motivations that lead to undertaking a specific political perspective. From this foundation we will turn to pursuing and understanding the motivations and rationales that might lead an individual to champion either the Liberal or Conservative perspective. Toward the end of the course you will be asked to argue for the political system you believe to be most appropriate, incorporating the issues raised in this course. You are asked to keep the following goals and dispositions in mind.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6060: Diversity in Schools

This course is designed to help become more aware of the cultural and social scripts that they use to understand the world and that drive their practice. Candidates will be asked to examine and critique their own cultural biases and their taken-for-granted definitions of reality that shape their norms, values, and assumptions about our children, our schools, and the society in which we live. Candidates will look closely at the theoretical, cultural, social, political,

economic, legal and historical context of education and the inequalities inherent in the educational system and process.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6110: Independent Study

Min. Credits: 0.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

TEP-6140: Foundations of Educational Research

This course is designed to introduce students to the issues central to educational and social research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course includes discussion of various research designs, especially action research and ethnography, and key elements of critical evaluation. In addition, students learn to search and locate sources and support for current policies and practices related to their professional interests. Foundations of Educational Research begins with students' questions concerning the policies, issues and conditions of contemporary organizations. The knowledge, perspectives, and practice they need to become critical consumers of theory and research are provided. Students are presented with a systematic study of current research and research methods for conducting educational and organizational research. The objectives in this course focus on the knowledge base, research techniques, and applications of appropriate forms of research that can be applied to improve one's own professional practice. Additionally, students will establish the research topic that will become the subject of their theses or projects.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6160: Critical Evaluation of Educational Research

In this course, students refine their ability to evaluate critically the reliability, validity, and implication of educational research. They become familiar with logical processes of problem conceptualization and hypothesis formulation. Qualitative and quantitative research methods are introduced. Both theoretical and practical issues of school-based and organizational research are examined. Students design their theses/projects; refine their introduction, literature reviews, and methods chapters.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Prerequisites: TEP-6140: Found of Educational Research

TEP-6170B: Advanced Use of Educational Technology

This course will enable credential candidates to build upon skills and knowledge gained during preliminary preparation by investigating best practices in using classroom technology, to prepare students to be life-long learners in an information-based, interactive society. Candidates will make appropriate and efficient use of software and related media to create and teach technology-integrated lessons within a constructivist pedagogy. They will revise and adapt lessons to reflect best practices learned in integrating technology into the curriculum.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6170C: Social Justice Health

Candidates will learn to deliver comprehensive support for student's physicals, cognitive, emotional and social well being based on an understanding of the relationship between student health, learning and discrimination. Each candidate will learn to promote personal, classroom and school safety through informal assessment, instructional planning and the implementation if appropriate prevention and intervention strategies. Each candidate will learn to access local and community resources to support student health, as well as major state and federal laws related to health and safety, including reporting requirements and parents' rights. Candidates will learn to implement appropriate elements of the adopted health curriculum with an emphasis on health related social justice issues.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6180: Leadership in Educational Reform

Leadership is studied as a social construct for both classrooms and wider contexts. Candidates consider the potential for formal and informal leadership in the context of the professional role of educators. Historic and contemporary school leadership and change efforts are studied and their methods are identified and analyzed in terms of their applicability to contemporary school change leadership. Effective communication, presentation, persuasion, and interpersonal effectiveness skills are identified and practiced. Candidates construct a change plan in their interest area that involves their work in leadership. Reflection upon oneself as both a member of society and as a leader, and identifying strengths and areas to strengthen in one's service as a leader are fostered.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6190: Producing & Disseminating Educational Research

In this course, students begin to carry out the research method and purpose developed and refined during TEP6140 and TEP6160. By this point, students have clear research questions, an appropriate methodology and a literature review that is close to final draft form and uses at least 20 sources. Class meetings focus on problem solving, writing, data analysis, ethics and preparation for the "Public Conversations." By the end of this quarter, students should have relatively complete draft versions of the first 3 chapters and an outline or beginning draft of the results or findings chapter.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Prerequisites: TEP-6140: Found of Educational Research, TEP-6160: Crit Eval or Educ Research

TEP-6210: Thesis Completion and Publication

Min. Credits: 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Thesis / Dissertation

TEP-6210A: Thesis Study

The course's central goal is to help students further examine their research question and determine any necessary next steps to complete their thesis. Students will study and practice professional data interpretation, writing, organization and presentation skills. Students will review other these and offer critique of each others work. In this course, students will prepare their poster session presentations and collaborate in the creation of the Capstone Event. The course will be conducted through interactive practices that are intended to enhance the skills of civic education for each student.

Min. Credits: 3.0 **Max Credits:** 6.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Thesis / Dissertation

TEP-6211: Thesis Study

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work.

Min. Credits: 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Thesis / Dissertation

Prerequisites: TEP-6140: Found of Educational Research, TEP-6160: Crit Eval of Educ Research, TEP-6190: Produc & Dissem Ed Research

TEP-6220: Integrated Curriculum I

This intensive workshop helps teachers in K-8 classrooms prepare for and improve their skills in a hands-on, interactive context. Topics include curriculum development, lesson planning, field trips, writer's workshop, classroom arrangement, parent meetings, and homework.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6221.LA: Professional Inquiry & Collegial Observation I

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan

(ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6222.LA: Professional Inquiry & Collegial Observation II

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and

includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6223.LA: Professional Inquiry & Collegial Observation III

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and

integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6224: Professional Inquiry & Collegial Observation I

Through focused conversations involving introspection and meaning construction with self and others, candidates will identify and strengthen their own theory of practice and their ability to construct theory from applied contexts. By selecting from significant personal experiences of teaching and learning related to the standards required by the advanced course of study, and posing questions related to these experiences, candidates will participate in conversations over time with their critical friends. Videotapes, collegial observations and artifacts of teaching will be used to ground the development of theoretical constructs and growth of classroom facilitation skills. By participating in a sustained community of practice, candidates will be supported in their growth over time. Candidates will enhance their ethnographic note taking/note making skills and their capacity for constructive conversation.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6224.LA: Professional Inquiry & Collegial Observation IV

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their

own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6225: Professional Inquiry & Collegial Observation II

Through focused conversations involving introspection and meaning construction with self and others, candidates will identify and strengthen their own theory of practice and their ability to construct theory from applied contexts. By selecting from significant personal experiences of teaching and learning related to the standards required by the advanced course of study, and posing questions related to these experiences, candidates will participate in conversations over time with their critical friends. Videotapes, collegial observations and artifacts of teaching will be used to ground the development of theoretical constructs and growth of classroom facilitation skills. By participating in a sustained community of practice, candidates will be supported in their growth over time. Candidates will enhance their ethnographic note taking/note making skills and their capacity for constructive conversation.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6225.LA: Professional Inquiry & Collegial Observation V

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6226: Professional Inquiry & Collegial Observation III

Through focused conversations involving introspection and meaning construction with self and

others, candidates will identify and strengthen their own theory of practice and their ability to construct theory from applied contexts. By selecting from significant personal experiences of teaching and learning related to the standards required by the advanced course of study, and posing questions related to these experiences, candidates will participate in conversations over time with their critical friends. Videotapes, collegial observations and artifacts of teaching will be used to ground the development of theoretical constructs and growth of classroom facilitation skills. By participating in a sustained community of practice, candidates will be supported in their growth over time. Candidates will enhance their ethnographic note taking/note making skills and their capacity for constructive conversation.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6226.LA: Professional Inquiry & Collegial Observation VI

Throughout the Induction Program Clear Credential candidates take TEP 6221 - 6226 Professional Inquiry and Collegial Observation (PICO). The main purpose of these 2-unit courses is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate's teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is

established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships and take additional course work to support their application and integration of learning in these areas.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6230: Review of Educational Research

This course is designed to introduce candidates to issues central to critical qualitative educational research, with emphasis on action research methods and becoming teacher-researchers. Candidates use critical reading, writing, inquiry, and discussion. Candidates reflect on, develop, and articulate their own perspectives relative to the course content. Candidates begin to design an action research project, which they will continue to build upon throughout the year.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6250: Financing School Change

This course is designed to provide MAE candidates the technical and practical knowledge, understanding and skills necessary to successfully pursue grant funding from government agencies, public, private and corporate foundations for creating community programs, conducting academic and community-based research projects. Candidates will learn how to develop compelling, well-written proposals, and the strategies used by successful grant writers to significantly increase their funding success. The course is intended to prepare candidates interested in pursuing careers in education, research, non-profit management, and public service. This course will compliment university courses in research

methodology.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6290A: Educational Research: Inquiry II

This course follows TEP 623 and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual candidate-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, and obtain all necessary permissions to conduct research beginning the following quarter, if not earlier.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6290B: Educational Research: Inquiry III

This course follows TEP 629B and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual candidate-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, implement their action research projects, continue data collection and analysis, and begin interpretation of their data.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6290C: Collaborative Inquiry III

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6300.LA: Apprenticeship for Social Justice

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6300.SB: Social Justice & Educational Reform

Contemporary research and practice related to progressive education movements are studied, including humanistic, student-centered, democratic, environmental, character, radical pedagogy, moral education, de-schooling, and charter schools. Students explore their own assumptions about these approaches and write a supported essay on their approach to teaching and school reform. The concept and practices of activism within and outside of the system are introduced. During this course students also form a unique collegial support group for pursuing the master's degree as experienced teachers. Antioch's social justice mission and its impact in the educational program are shared in this course.

Prerequisite(s): Admission into the Master of Arts in Education Program in Social Justice and Educational Leadership

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6320B: Social Justice and Diversity for Education

In this course, candidates will examine approaches to teaching for social justice that incorporate community building, empowerment, critical pedagogy, and social action. Candidates will study theoretical frameworks for understanding social justice in education and will acquire tools and skills to apply these concepts in their own teaching. Candidates will reflect on the meaning of being a social justice educator, identifying personal and institutional barriers to equity and inclusiveness, and developing the commitment and resources to navigate around or over these barriers.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6340: Critical Media Literacy

The twentieth century brought about an explosion of different ideas about how children develop and learn and how they should be educated. Some radical, some conservative, these models continue to be presented as the best ways for children to learn. Is there one way? This course explores a number of alternative secular school approaches, both public and private, with the purpose of investigating core differences in conceptions of children, learning development, and the aims of education.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6350A: Review of Educational Research

This course is designed to introduce candidates to issues central to critical qualitative educational research, with emphasis on action research methods and becoming teacher-researchers. Candidates use critical reading, writing, inquiry, and discussion.

Candidates reflect on, develop, and articulate their own perspectives relative to the course content.

Candidates begin to design an action research project, which they will continue to build upon throughout the year.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6350B: Constructing a Literature Review

This course follows TEP 635A and provides support for MAE candidates to continue developing their action research projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to complete the literature review, clearly identify and study their project's methodological approach, and obtain all necessary permissions to conduct research beginning the following quarter, if not earlier.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6350D: Project Production and Dissemination

This course follows TEP 635C and is designed to provide support for MAE candidates to complete their action research projects. Designed with both seminar and individual student-faculty sessions, the course will provide skills and guidance for candidates to develop the final sections of their project, including the findings, discussion and conclusion. Candidates will also review and critique the projects of their fellow cohort.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TEP-6360: Exploring Creativity

This creativity course focuses on understanding creativity from a multi-disciplinary perspective. Course content includes definitions of creativity, methods of recognizing and motivating creative expression within organizations and within families. This course includes consideration of multiple resources, examples and methods that foster creative expression. Through exploration of creativity as a social, psychological, organizational, historic and educational phenomenon, students will construct a definition of creativity, become aware of examples of the creative process and barriers to creativity in modern organizations and develop action plans for personal and organizational creativity as appropriate to each student's goals.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles

Method(s): Classroom

TEP-6370: Global Perspectives in an Era of Change

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a global perspective assures that graduates have had at least one significant academic exposure to the world beyond the US borders and the opportunity to consider their implications of this knowledge of the international community and their own lives. Topics addressed will include contemporary popular culture, nationalism, globalization, international education, human rights, economics, regional, ethnic or religious conflict and the role of government. Through concentrated study of a particular country, culture or region or through in-depth focus on a particular global issue with reference to two of more parts of the world, or through the study of global affairs by comparative method, candidates may cultivate a

broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understand our world in order to become a world citizen. Topics vary for each Global Perspectives class by quarter.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6370.SB: Small Group Leadership

Small Group Leadership theory and practice is relevant for all who work within organizations or who practice in small groups. This course is highly interactive and requires self-study as well as application of ethnographic observation of at least one working group. Participants in the course will demonstrate understandings of the task and maintenance functions of the groups, and how leadership is diffused among membership. Participants study leadership functions, social power theory and the dynamics of groups including how norms are established, how to manage effective meetings and how groups form and mature over time.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6380: Leadership & Change

This course will familiarize candidates with traditional and modern concepts of leadership and organizational change. Candidates will apply these concepts to hypothetical situations and those based on real world experiences within the students' organizations. Historical and contemporary leaders will be examined to trace common themes of leadership and to contrast differences. In addition, candidates will explore various leadership styles and traits to discover their own leadership styles and

strengths. Lastly, candidates will research real world leaders to discover how they bring both stability and change to people and organizations.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6390: Global Perspectives in an Era of Change II

This course is designed to help candidates develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. Learning to look at the world from a global perspective assures that graduates have had at least one significant academic exposure to the world beyond the US borders and the opportunity to consider their implications of this knowledge of the international community and their own lives. Topics addressed will include contemporary popular culture, nationalism, globalization, international education, human rights, economics, regional, ethnic or religious conflict and the role of government. Through concentrated study of a particular country, culture or region or through in-depth focus on a particular global issue with reference to two of more parts of the world, or through the study of global affairs by comparative method, candidates may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understand our world in order to become a world citizen. Topics vary for each Global Perspectives class by quarter.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6410: Inquiry-Based Design & Community-Linked Pedagogy

This course provides an opportunity for students interested in utilizing a social justice framework to design or implement an inquiry-based program in the classroom or to conduct research within a community organizational setting or to evaluate a specific program being implemented in the classroom or community to foster institutional knowledge within these multiple settings. Students will present the process of inquiry and produce a final project at the end of the course.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6420: Current Trends in Neuroscience

The goal of this course is to introduce candidates to the current research in neuro-cognitive understanding, focusing primarily on the executive functions of the pre-frontal cortex. Candidates will briefly review the physiology of the brain and a brief history of brain research. Implications of the research for successful communication, management and differentiation in real world environments will be studied. Understanding brain-compatible approaches will be emphasized.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6430: Advanced Leadership

This course will build on the concepts visited in the Education 638 course. Students will examine organizational structures and processes to diagnose leadership needs. Students will also use scenario situations in a laboratory setting to gain insights into practical leadership applications and gain further insight into their own leadership strengths and

preferences. Research will be done to gain an understanding of modern leadership philosophy. Lastly, students will study real world leaders to discover how they bring both stability and change to organization organizations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6440: Education-Community Contexts & Interactions

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6450: An Intro to Ecoliteracy

As we begin the 21st century on Earth, the living inhabitants of the planet stand positioned at the foot a great wave of social crisis and global ecological catastrophe. They are already nearly drowned in an ocean of post-WWII social transformations, in economies of capital, and in the cultural revolution that has resulted from rapid advances in military science and technology - that which is frequently referred to under the moniker of globalization. Thus, our moment is new - never before have the collected mass beings of the planet Earth been so thoroughly threatened with extinction as they are now and never before have so many of us raised this problem consciously and desperately together in the hopes of transforming society towards a better, more peaceable kingdom as a result. And yet, the present does not arise in a vacuum, but rather out of the concreteness of history itself. We move, then, in a sea of possibilities and swirling energies. Amidst these energies arises the great wave; and it is crashing and we who are threatened with annihilation and asked to threaten others with the same are its driftwood. Will we then be smashed to splinters upon the polluted

beach of no tomorrow? Will we surf the awesome tube of this grave peril and move laterally across it into newly imagined freedoms? Or will we head outward into deeper waters still, floating upon unfathomable depths, along with dangers and possibilities even as of yet unforeseen?

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6451: An Intro to Ecoliteracy

While at least a century of progressive education has helped to map the foundations of critical social literacies, and environmental education has for some decades attempted to produce environmental literacy about the world, we are entering a new educational period in which we now recognize the demand for a critical literacy that allows for an integral understanding of the ecological relationship between the economic and the environmental, between culture and nature, the human and nonhuman, and self and other. This course will explore various aspects of what ecological literacies might in this way entail in the various place-based contexts that make up our lives at present. Its methodology will be critical, creative, dialogical, and utilizing a facilitated seminar format in which students present questions and ideas related to the week's texts in combination with faculty contextualization and problem-posing.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

TEP-6470: Grant Proposal Development

This course will introduce and familiarize students with the technical and practical knowledge, understanding, and skills necessary to successfully pursue grant funding. Students will be able to apply these skills to secure funding from government

agencies, public, private and corporate foundations to create educational-related projects/programs, as well as for conducting academic and community-based research. This course will be a learning lab where students will walk through the steps to develop an actual funding proposal that can be used as a base for funding opportunities in the future.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6501: Fieldwork with Mentoring I

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6502: Fieldwork with Mentoring II

An essential component of the Induction Program is individualized site-based mentoring for the purpose

of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6503: Fieldwork with Mentoring III

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6504: Fieldwork with Mentoring IV

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6505: Fieldwork with Mentoring V

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the

meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6506: Fieldwork with Mentoring VI

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study, Clinical Training

TEP-6710: Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect California Standards for the Teaching Profession (2009) subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6720: Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles

Method(s): Classroom

TEP-6730: Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6740: Planning Instruction & Designing Learning Experiences for All Students

This course is designed to use the knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction and establishing and articulating goals for student learning. Developing and sequencing long-term and short-term instructional plans to support student learning and adapting instructional plans and curricular materials to meet the assessed learning needs of all students will be addressed. Using the tools of civic engagement this community-based learning course is designed to give students a basic understanding of key concepts and frameworks of civic engagement. Students will critically examine community relationships, power structures and the concept of privilege as they plan assessment processes for classroom use.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6750: Assessing Students for Learning

This course is designed to apply the knowledge of the purposes, characteristics, and uses of different types of assessments. Collecting and analyzing assessment data from a variety of sources to inform instruction will be covered and reviewing data, both individually and with colleagues, to monitor student learning will be taught. Students will use assessment data to establish learning goals and to plan, differentiate, and modify instruction and involve all students in self-assessment, goal setting, and monitoring progress. Study of the basic skills of good reasoning needed for the intelligent and responsible conduct of life. Topics include: argument structure and identification, validity and strength of arguments, common fallacies of reasoning, use and abuse of language in reasoning, principles of fair play in argumentation.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TEP-6760: Developing as a Professional Educator

This course will familiarize students with traditional and modern concepts of leadership and organizational change. Student will apply these concepts to hypothetical situations and those based on real world experiences within the students' organizations. Historical and contemporary leaders will be examined to trace common themes of leadership and to contrast differences. In addition, students will explore various leadership styles and traits to discover their own leadership styles and strengths. Lastly, students will research real world leaders to discover how they bring both stability and

change to organizations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE (Teacher Education Special Education)

TESE-5090: Assessment in Special Education

The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals with mild to moderate disabilities, including those who are culturally and linguistically diverse. The course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments, and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about language practices and patterns of language use among cultural and linguistically diverse populations that may be misunderstood as language deficiencies. The dilemma of using traditional assessment instruments, such as standardized tests is considered, and a variety of alternative assessment methods are explored.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5110: Language Arts Curricula Theory & Methods

This course is designed to expand credential candidates' foundational learning from TEP 5051 and TEP 5052: Reading Instruction in Elementary School Classrooms by providing them with opportunities for learning the knowledge and skills necessary to develop and enact a comprehensive, integrated, and methodologically grounded Language Arts Program that supports access to the core curriculum for all students and ensures that they are able to meet or exceed the Common Core State Standards for English Language Arts (CCSS-ELA) and the California English Language Development (ELD) Standards. Particular attention is given to the development of comprehensive literacy instruction for English Learners. Candidates will learn theories and methods of instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Integrated instructional approaches to promote language and literacy development through reading, writing, listening, and speaking will be addressed. Finally, this course is designed to help credential candidates begin to develop and enact the skills, understandings and dispositions necessary to make decisions regarding instruction and curriculum that will ensure English language proficiency and academic progress for each student.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5120: Student Teaching W/ Prof Sem I

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the degree. Candidates will be expected to apply knowledge of engaging and

supporting students in learning, including EL learners and students with disabilities. In addition, candidates will learn about creating and maintaining effective environments for student learning and how to optimally understand and organize subject matter. Also, candidates will apply knowledge of planning instruction and designing learning experiences for all students and assessing student learning. Lastly, they will work to continue their development as professional educators.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Field Study

TESE-5121: Student Teaching Mild/Moderate with Professional Seminar I

The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals with mild to moderate disabilities, including those who are culturally and linguistically diverse. This course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about assessment practices and patterns of language use among cultural and linguistically diverse populations, to include English learners, that may be misunderstood as language deficiencies. The dilemma of relying solely on traditional assessment instruments, such as standardized tests is discussed, and a variety of alternative assessment methods are explored. Participants will learn to administer standardized and informal academic achievement assessments and how to write a follow-up assessment report.

Min. Credits: 12.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Student Teaching

TESE-5122: Student Teaching with Prof Sem II

The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate's ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates' completion of TPA 4 (Culminating Teaching Experience) and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching is demonstrated utilizing the Antioch Developmental Rubric as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook.)

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5150A: Student Teaching Mild/Moderate with Professional Seminar II

The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate's ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates' completion of TPA 4 and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching consists of demonstrating all eight Antioch Domains of Practice at least at the beginning level as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook)

Min. Credits: 12.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Student Teaching

TESE-5151: Student Teaching Mild/Moderate with Professional Seminar II

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree program. Candidates continue to engage in on-site daily student teaching in a setting with students with mild/moderate

disabilities under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements. Culturally responsive instruction and teaching with mutual respect and care are reviewed with peers and instructor in a supportive, problem-solving context.

Min. Credits: 12.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Student Teaching

Prerequisites: TESE-5121: Stu Teaching w/ Proseminar I

TESE-5152: Special Education Seminar II

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree program. Candidates continue to engage in on-site daily student teaching in a setting with students with mild/moderate disabilities under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements. Culturally responsive instruction and teaching with mutual respect and care are reviewed with peers and instructor in a supportive, problem-solving context.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5160: Understanding and Teaching Students with Mild and Moderate Disabilities I

This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research-based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integrating technology.

Emphasis is on adapting and implementing instructional techniques and materials based on assessment for learners with diverse needs and backgrounds to enhance development in areas of reading, literacy, mathematics, and metacognition.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5160.LA: Understanding and Teaching Students with Mild and Moderate Disabilities I

This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research-based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integrating technology.

Emphasis is on adapting and implementing instructional techniques and materials based on assessment for learners with diverse needs and backgrounds to enhance development in areas of reading, literacy, mathematics, and metacognition.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TESE-5160.SB: Understanding & Teaching Students with Mild and Moderate Disabilities I

The purpose of this course is to provide candidates the knowledge and skills to meet the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research-based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5170: Understanding & Teaching Students with Mild & Moderate Disabilities II

This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research-based practices, observable phenomena and ways to

manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5170.LA: Understanding & Teaching Students with Mild & Moderate Disabilities II

This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research-based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5170.SB: Understanding & Teaching Students with Mild and Moderate Disabilities II

of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research-based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5180: Family Dynamics & Communication for Special Education Services

The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. In class activities, discussions, course readings, and assignments will be used to facilitate student understanding of research, recommended practices, and family perspectives concerning parent-professional partnerships. In addition, the interaction of culture and disability will also be explored. A framework for addressing problems or conflicts that often arise between service providers and clients

from different cultures will be discussed.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5192: Assistive Technology Applications for Students with Mild to Moderate Disabilities

This course will explore the use of assistive technologies in schools, including their access, use and control in a democratic society; their use for development of problem solving, critical thinking, and creativity; and their integration into the school curriculum for students with mild to moderate disabilities. Special educator course participants will specifically learn to use technology to facilitate the teaching and learning process for students with disabilities. They will learn about the terms, trends, history and current information based on applications of technology and assistive and adaptive devices for working with students in an educational setting. Emphasis will be placed on course participants learning the various low tech and high-tech technology tools that are available to assist students with mild to moderate disabilities in an educational setting. Readings, lectures, and assignments will present definitions and instructionally relevant characteristics of students with mild to moderate disabilities. The course will also emphasize principles of effective methods for utilizing technology to effectively adapt instruction, curriculum, and assessments to meet the unique educational needs of students.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5361: Exploratory Practicum in Special Education I

In this course candidates have planned observations and practicum experiences with the full range of the service delivery systems in special education. They interact with the full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in school and other community service settings, observing professionals in a variety of roles.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

TESE-5362: Exploratory Practicum in Special Education II

This course is a continuation of TESE 5361. In TESE 5362 candidates have planned experiences and/or interactions with the full range of the service delivery system and the providers of such services. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in and out of the school setting.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous), Independent Study

TESE-5380: Comprehensive Behavior Assessment and Positive Behavior Support

In this course, candidates study the research and practices of social and academic behavior management with exceptional pupils in special education and inclusive settings. They learn theoretical perspectives on behavior management, and how to conduct applied behavioral analysis based

on ecological assessment and functional analysis.

This course also covers the ethical standards and professional conduct related to behavior management practice for individuals with disabilities. In addition, legal requirements, practices and procedures related to Title 5, California Code of Regulations Behavioral Interventions for Special Education Students, will be infused throughout this course and students will have a working knowledge of the requirements of state and federal laws.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5380.LA: Comprehensive Behavior Assessment and Positive Behavior Support

In this course, candidates study the research and practices of social and academic behavior management with exceptional pupils in special education and inclusive settings. They learn theoretical perspectives on behavior management, and how to conduct applied behavioral analysis based on ecological assessment and functional analysis.

This course also covers the ethical standards and professional conduct related to behavior management practice for individuals with disabilities. In addition, legal requirements, practices and procedures related to Title 5, California Code of Regulations Behavioral Interventions for Special Education Students, will be infused throughout this course and students will have a working knowledge of the requirements of state and federal laws.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

TESE-5380.SB: Comprehensive Behavior Assessment & Positive Behavior Support

In this course, candidates study the research and practices of social and academic Positive Behavior

Support with exceptional pupils in special education and inclusive settings. They learn theoretical and applied perspectives on behavior support; how to conduct comprehensive ecological and behavioral assessments, consistent with Positive Behavior Support; and how to derive multi-element Positive Behavior Support plans from such assessments. This course also covers ethical standards and professional conduct related to behavior support practices for individuals with disabilities. In addition, legal requirements, practices and procedures relating to Title 5, California Code of Regulations "Behavioral Interventions for Special Education Students" (no longer required but still used throughout the State) and those pertaining to Federal law (IDEIA '04) will be infused throughout this course and students will have a working knowledge of the requirements of local practices and Federal law. Classroom behavior support theory and practice, as well as the design and delivery of Positive behavior Support (PBS) programs, will be presented in the context of a culturally and ethnically diverse society. In addition, actively soliciting, welcoming and valuing family expertise is considered integral to this course - for the Functional Behavioral Assessment and for the design and implementation of PBS.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5410: Introduction to Autism Spectrum Disorder

The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of fieldwork.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-5410.LA: Introduction to Autism Spectrum Disorder

The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of fieldwork.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom

TESE-6010B: Individualized Education Design and Policy Implementation

The focus of this course is to learn to implement special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Students will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education and outside service providers. They understand the connections between assessment and instruction, and are able to design effective instructional plans to meet student needs. They learn to write appropriate short and long term goals and objectives and plan comprehensive programs to coordinate all aspects of a student's educational program.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Workshop

TESE-6011: Individual Education Design & Policy Implementation

The purpose of this course is to introduce special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Students will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education, and outside service providers. They understand the connections between assessment and instruction and will be able to design and write effective instructional plans to meet student needs. They learn to write appropriate short and long term goals and objectives and plan comprehensive programs to coordinate all aspects of a student's special educational program.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

TESE-6012: Individual Education Design & Policy Implementation

The purpose of this course is to introduce special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Students will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education, and outside service providers. They understand the connections between assessment and instruction and will be able to design and write effective instructional plans to meet student needs. They learn to write appropriate short and long term goals and objectives and plan comprehensive programs to coordinate all aspects of a student's special educational program.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Prerequisites: TESE-6011: Indiv Ed Design & Policy

THE (Theater)

THE-3510: Independent Study

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

THE-3530: Internship

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

THE-3900: Do You Hear What I Hear? What Our Voices Reveal

This workshop addresses various aspects of the voice from the collective to the personal. As members of society, we hold views and attitudes about our world. These views encompass our voice, which serves as a basis for how we interact in the world and with each other. Our actual spoken voices are the auditory expressions of our voice, which convey personal information about our experiences, beliefs, and outlooks. This workshop will address various aspects of voice and speech from the cultural to the personal. In the lecture sections, students will consider these aspects and will be exposed to current ideas on vocal communication. Students will consider Standard Speech, variations of English speech, and the assumptions embedded in their uses. Students will be presented with audio/visual examples of speech varieties for discussion. In the experiential sections, students will participate in a vocal warm-up and will be exposed to exercises drawn from theatrical vocal training including relaxation, breath control, volume, articulation, etc. Students will address their own vocalizations and what they may convey in a relaxing and informative format. Wear comfortable clothes, and be prepared to enjoy being exposed to what actors know: the power of the voice to communicate

your voice. No grade equivalents allowed.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

THS (Thesis Status)

THS-MAE: Thesis Completion

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Research

THS-MAP: Thesis Completion

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Research

Prerequisites: PSY-5990: Master's Document

THS-MGT: Thesis Completion

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Research

THS-MPIC: Thesis Completion

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Thesis / Dissertation

Prerequisites: PSY-5990: Master's Document

THS-USMA: Thesis Completion

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Thesis / Dissertation

URB (Urban Studies)

URB-1100: Introduction to Community Mapping Processes

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-1110: Applying Community Engagement Skills

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-1120: Linking Community Building and Service Learning

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-3031: Urban Studies: The City as Learning Lab

We study the city so we can study ourselves - past, present and future - the strength and resilience of our communities, our planning missteps; class, race and gender; our accomplishments, our monuments, our mess and our most meaningful moments of human activity. In this course, we use major themes such as advocacy, policy, culture and environmental studies

to consider the foundations of our urban experience - housing, quality of life, economic stability, climate change and public health impacts, the role of activism and politics - and those themes will guide us to locate, identify, assess and utilize the necessary tools for thoughtful and equitable change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

URB-3130: Autonomy, Sustainability, Justice Community Organizing in LA

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-3130A: Sustainability, Justice, and the Solidarity Economy

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-3130B: Radical Economy From Inequality to Solidarity

This class explores possibilities and opportunities for strengthening our communities by building self-reliance, solidarity and a more democratic economy. We begin with looking at our big problems, such as lack of access to healthy food, climate chaos, and the struggle for healthy and safe places to live and work. Many of these issues stem from an inequitable economy, as evidenced by the loss of social safety nets and the lack of opportunity for everyday well-being. In order to tackle these problems thoughtfully and effectively, we will consider an inspiring range of alternative economic tools and ways of thinking; creative and innovative methods such as time banks,

worker owned cooperatives, participatory budgeting, social entrepreneurs, and community finance models. The growing movement of worker-owned cooperatives exemplifies the real-world opportunities of the solidarity economy; reflecting values, cultures and communities of cooperation, building relationships of mutual support, tackling shared responsibility and democratic decision-making. These opportunities serve to strengthen the diversity of local cultures and environment, as well as epitomize a commitment to valuing and celebrating our shared humanity. We explore the principles of solidarity and "just transition" in class, by learning from individuals and groups who are thriving examples of organizing new and creative forms of conceiving public space, cultivating and consuming food, promoting self-sufficiency, developing equitable economic models, and fostering healthy, just communities. We'll examine and imagine our own place in the movement. Many local, regional, national and international initiatives are actively working to answer the call for a just new economy and sustainable future. In this course we will examine the current state of economic justice, assess and deconstruct the problems and root causes in financial systems, distinguish between the multiple perspectives of economic opportunity, investigate and analyze potential solutions, and create new pathways. Our course activities will include group discussion, reading reflections, access to new media, project construction, conversations with guest speakers, and writing support.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

URB-3270: Toolkit for Community Leaders

Toolkit for Community Leaders is a hands-on exploration of social, economic and political change strategies, as seen through the study of several real Los Angeles community-based campaigns. This course provides practice and skills in the field of

community advocacy. The course will focus on specific campaigns with one and two week sections on policy analysis, community outreach, campaign building, messaging and power analysis; with the purpose of building effective participation in a cohesive local community of advocates for social change. Using the POP model (Purpose, Outcome, Process) for assessment, students will have the opportunity to analyze and investigate existing campaign goals and strategies. Those campaigns will include the City of LA's Green Retrofit and Workforce Development Program, LAANE's Don't Waste LA and the Figueroa Corridor Coalition's Staples Center Community Benefits Agreement. Students will work to identify a final campaign project, analyze and describe the purpose, outcome and process, create policy or program recommendations, summarize support and opposition positions, and develop a messaging strategy.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-3510: Independent Study, Urban Studies

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

URB-3530: Urban Studies Internship

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

URB-3900F: Ecotourism Economic Development and Social Responsibility

In this one-day workshop students will explore the evolution of ecotourism as both an economic and

conservation effort. Discussion and activities will allow students to explore case studies of tourism projects from around the world through the lens of sustainable development strategies and initiatives; evaluate and critique them within competing notions of sustainability; discuss the importance of the local ecology, culture, history and economic development balanced with social responsibility; explore the relationship of tourism and ecotourism to local communities; explore the negative and positive impacts of ecotourism on biodiversity and on local peoples and cultures. After the course students will evaluate an ecotourism venture and apply best practice guidelines and assessment tools introduced in class.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-4530: Urban Studies Internship

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

URB-4900: The City in Art

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URB-4900AW: Community Organizing

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

URS (Urban Sustainability)

URS-5000: Graduate Synthesis Seminar

As you begin your learning journey in the Urban Sustainability, Masters of Arts program you will quickly realize that there is a lot going on, a lot to take in and a lot to think and feel about. During this Seminar, you will have an opportunity to reflect, process and synthesize your early experiences in the program in a community of practice with your cohort and with the guidance of a faculty member. This seminar is an opportunity to integrate experiences across the courses, residency, workshops and the world while simultaneously building relationships. The seminar is also a support system to help orient you to the thrills of graduate school and the plethora of resources available to support your learning journey.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URS-5040: Sustainable Just Economies

This course focuses on the field of sustainable urban economy through theoretical and practical investigations into environmental solutions in economics, green business, and community engagement. Topics will include analysis of the scholarly literature and discussions of the interrelationship between international and local economies. Students will analyze sustainable economic ideologies and practices, a broad range of community perspectives, civic requirements, as well as geographic, built environment, capital and natural resource concerns. Students will examine and critique sustainable economic practices, programs and policies in the public, private and non-profit sectors.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-5060: Social Justice Frameworks

Inequity and injustice of all kinds are inherently implicated in every question of sustainability - whether it is resilient urban design, addressing how we meet our energy needs, how we will feed the world in the face of climate disruption or how we address health and well-being. Diverse social movements have long led the way in working to address the political, cultural and economic patterns that drive social inequity and ecological erosion through their theory and practice. This course will provide USMA first semester students with a foundation in Social Justice Frameworks relevant to issues of sustainability for practitioners across many fields. We will explore theoretical frameworks, as well as pragmatic approaches by many different social movements, with a particular emphasis on Just Transition, Decolonization, Climate and Environmental Justice, Intersectionality, and the application of these and other frameworks by social movements across issues. This class will privilege the intellectual and grassroots leadership of Black, Indigenous, People of Color, working-class, poor, women, queer and other marginalized perspectives.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URS-5070: Science & Systems Thinking

The catastrophic collapse of biological and cultural diversity at the hands of economic systems rooted in the exploitation of land, labor and life represents the existential threat to ever increasing numbers of human communities and all life as we know it. To address the scale, pace and implications of this crisis of nested crises demands unprecedented reservoirs of human creativity, divergent thinking and empathy as well as a heightened tolerance for complexity. Key to this endeavor is our ability to increase our understanding of earth systems through humble, reverential observation, and to draw lessons for sustainability in the urban context and in the context

of urbanity from diverse perspectives. This course brings together diverse ecological perspectives rooted in the lived experience of indigenous and aboriginal peoples (Traditional Ecological Knowledge) with Western approaches to earth systems science and ecology (what Vandana Shiva refers to as, "New Ecological Knowledge") and Systems Thinking, which considers not objects, elements and parts; but the complex relationships that create the whole. Coupled with a deep practice of collaborative experimentation, diverse sciences and ecosystems thinking can help us get better at learning so that we can build more effective frameworks and strategies for solving our most intransigent challenges.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous), Online (asynchronous)

URS-5100: Fieldwork Planning

Prerequisite for students engaging in fieldwork. Part 1: Introduction to Fieldwork Students will learn about various approaches to fieldwork through readings and discussions. These conversations will begin at the first residency and continue through the initial project period, during which time students will become familiar with the expectations of a fieldwork project. Faculty mentors will guide students through this orientation to fieldwork. Part 2: Fieldwork Planning Seminar During their second residency, students will work in groups supervised by mentoring faculty to begin designing their own field studies. Throughout the project period, faculty will guide students through the planning of their fieldwork projects, helping students articulate their learning objectives and solidify their obligations to their fieldwork sites. Throughout the project period, faculty will provide and foster a support network as students interact online to finalize their fieldwork plans

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study, Online (asynchronous)

URS-5110: Fieldwork 1

Building on the work completed in the Introduction to Fieldwork and Fieldwork Planning Seminar, students will engage in their actual fieldwork projects. During that time, students will be in contact with each other and their mentor in a seminar format.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

URS-5220: Research and Writing for Practitioners

This course is designed to provide a broad investigation of social science and urban ecosystem science research methods and design, including various quantitative and qualitative research methods. Students will be given practical tools in this course, concentrating on field methods that will equip them to collect, analyze, and interpret data. The emphasis will be on students becoming strong consumers of research, having the ability to read and evaluate quantitative and qualitative research in both social science, and environmental and related field sciences. This course will rely on real-world examples through collaborations with individuals working on issues that are important to achieve urban sustainability. No prior knowledge of methodology or statistics is expected or assumed. Basic statistical methods will be covered in this class that will enable students to read, critique, and contribute to the existing literature. The course will use literature from the field of Science and Technology Studies (STS) to form a critical basis for engaging with qualitative and quantitative data. During the semester, we will explore three interrelated dimension of research, one focused on the theoretical foundations of science and research, another focused on the various methods available to researchers for data collection and analysis, and finally we will complete exercises in the practical application of various research methods. Course Learning Objectives Students in this course will be able to: ? Critique competing approaches to

research design and methods, and their philosophical differences. ? Make informed choices regarding research and design methodologies for the questions they seek to answer, and to judge and evaluate the quality of projects and their chosen methodologies

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-5222: Research and Writing for Practitioners

This course is designed to provide a broad investigation of social science and urban ecosystem science research methods and design, including various quantitative and qualitative research methods. Students will be given practical tools in this course, concentrating on field methods that will equip them to collect, analyze, and interpret data. The emphasis will be on students becoming strong consumers of research, having the ability to read and evaluate quantitative and qualitative research in both social science, and environmental and related field sciences. This course will rely on real-world examples through collaborations with individuals working on issues that are important to achieve urban sustainability. No prior knowledge of methodology or statistics is expected or assumed. Basic statistical methods will be covered in this class that will enable students to read, critique, and contribute to the existing literature. The course will use literature from the field of Science and Technology Studies (STS) to form a critical basis for engaging with qualitative and quantitative data. During the semester, we will explore three interrelated dimension of research, one focused on the theoretical foundations of science and research, another focused on the various methods available to researchers for data collection and analysis, and finally we will complete exercises in the practical application of various research methods. Course Learning Objectives Students in this course will be able to: ? Critique competing approaches to research design and methods, and their philosophical differences. ? Make informed choices regarding

research and design methodologies for the questions they seek to answer, and to judge and evaluate the quality of projects and their chosen methodologies

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: URS-5100: Fieldwork Planning, URS-5230: Eco Systems Thinking, URS-5260: Science for Urban Sustainability

URS-5230: Eco Systems Thinking

As the dual crises of rampant inequality and climate change threaten the future of democracy and the future of our planet, Einstein's notion that We can't solve problems by using the same kind of thinking we used when we created them becomes the challenge of the day. Today's problems demand unprecedented reservoirs of human creativity, divergent thinking, and empathy as well as a heightened tolerance for complexity. Eco-systems thinking -- a way of seeing the world as a complex web of interconnected parts -- is a skill that helps us see patterns in relationships, view a problem through many perspectives, and identify leverage points for intervention. Coupled with a deep practice of collaborative experimentation, eco-systems thinking can help us get better at learning so that we can build more effective frameworks and strategies for solving our most intransigent urban problems. The purpose of this course is to sharpen our capacity for eco-systems thinking and creative problem solving at the same time that we build fundamental professional skills.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-5240: Urban Infrastructure

This course will explore the mechanics and implications of urban infrastructure and the urban metabolism to include topics such as: energy, water,

transportation, housing, waste, food, land use and the built environment; while considering efficient and equitable delivery, distribution and ownership. Students who complete the course will be able to: . Comprehend and evaluate the conventional large-scale, resource-intensive industrial-era design infrastructure model. . Challenge and change the model by applying of new methods that use bio-mimicry and ecological systems design to produce smaller scale, distributed alternatives that are less resource-intensive. . Compare and analyze theories and strategies that promote equitable access, greater efficiency, and integration at the urban scale.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: URS-5260: Science for Urban Sustainability

URS-5260: Science for Urban Sustainability

The quality and equality of life in cities affects not only cities themselves but also shapes the circumstances in rural and less-populated areas. Even more than other ecosystems, urban landscapes have suffered from a lack of comprehensive understanding and integrated planning, which has resulted in environmental degradation and unhealthy conditions for humans and other species. Urban sustainability is necessarily interdisciplinary and thus requires a conceptual framework that moves beyond the historic city-nature dichotomy, wherein cities are perceived to be the antithesis of nature and that understands ecological processes and natural resources as the material foundation of urban places and everyday life. This course provides a robust understanding of this framework and how it can be applied to research, analysis, and the creation of proposals for action.

Min. Credits: 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-5500: Prior Learning: Urban Sustainability

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Faculty Consent Required: Y

Program Approval Required: Y

URS-5960: Independent Learning

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

URS-6000: Capstone

The Capstone is a semester-long comprehensive project in which students integrate environment, economy, and social equity through the overarching lens of natural systems thinking in order to demonstrate the habits of mind, breadth of knowledge, practitioner skills, and social justice perspective that reflect the mission of the University and the USMA Program. With that vision of a larger matrix or network of interconnected systems, students address an urban sustainability question, problem, or initiative, building from the Capstone Proposals that they wrote at the end of the Research and Writing course. In consultation with their Capstone Committees, students design, create, record, and report on the processes of a significant client project or research project. Projects can be done by individuals or teams, and innovation is encouraged. The seminar component of the course keeps students in contact with each other and their Capstone course instructor through online conferencing as well as class and individual meetings during the residency. Students complete their capstone projects, including a written document, and prepare a presentation, which is given during their final six-day residency of the program.

Min. Credits: 5.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Prerequisites: URS-5260: Urban Sustainability, URS-5100: Fieldwork Planning, URS-5230: Eco Systems Thinking, URS-5040: Sustainable Urban Economies, URS-5110: Fieldwork, URS-5222: Research and Writing for Practitioners, URS-5240: Urban Infrastructure

URS-6120: Fieldwork 2

Building on the work completed in the Introduction to Fieldwork and Fieldwork Planning Seminar, students will engage in their actual fieldwork projects. During that time, students will be in contact with each other and their mentor in a seminar format.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Prerequisites: URS-5260: Urban Sustainability, URS-5110: Fieldwork

URS-6130: Capstone Proposal

The Capstone Proposal course guides students to develop a proposal for a comprehensive, focused capstone project that contributes to a specific field and/or area of practice on a theme that is relevant to the problems and possibilities of urban sustainability, meets the standards of advanced graduate work at the Master's level, demonstrates the student's potential as a professional practitioner and/or scholar, demonstrates that the student has achieved all of the program learning outcomes at a high level, and prepares the student for future contribution in a chosen field of urban sustainability.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

URS-6200: Adaptive Leadership for Sustainable Change

This 1- unit course offers an introduction to the practice of adaptive leadership, with a specific focus on applying student learning to change initiatives in progress through Fieldwork and Capstone experiences. In this course, students will be introduced to ways of thinking, ways of being, practical tools, and implementable tactics that will develop and enhance leadership effectiveness in service to mobilizing greater progress on important issues.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-6230: Funding Your Mission: Grant Writing

1-unit course will introduce students to fundraising for a 501c3 non-profit organization, with a focus on grants and grant writing. The entire grant cycle will be covered, including research, grant applications, letters of inquiry, proposals, and grant reporting. Students will write on behalf of an existing organization and complete a full grant application. Students also will learn about the components of a diverse contributed income portfolio, various types of campaigns, and laws and ethics related to fundraising.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-6255: Democratizing Community Planning

In this course, we will consider how democratizing planning and design could be used to dismantle unjust systems and ensure a sustainable future. We will examine undemocratic planning through social history and its connection to structural racism. We

will learn what is the people's "right to the city", why democratizing planning is important, how planners and community members can shift planning practice and facilitate a "Just Transition," and how to use popular education tools and strategies to "build the new" planning paradigm. We will study theoretical frameworks and practitioner principles for democratizing and decolonizing planning practice and how to apply participatory methodology in everyday planning practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: URS-5240: Urban Infrastructure

URS-6260: Practical Map Making

The course is organized around three smaller projects, and a final project which will draw on all of the skills gained in completing the first three projects. Each project includes online research into ways that cartographers represent data, discussion on the online forum, and the use of GIS and drawing software to represent geographic information. Through the course projects, students confront realistic problem scenarios that incorporate such skills and concepts as creating symbolization schemes, dealing with map projections, creating terrain representations, classification schemes, multivariate representation and representation of data uncertainty. Those who successfully complete the course are able to design and produce effective reference and thematic maps using GIS software, and can interpret and critique maps and related information graphics.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-6280: The Power of Story Creating Strategy, Meme and Messages for Social Change

Story has become a major arena of struggle in the current era. More and more, campaigns for social change and organizers for human rights and justice are recognizing the need for more sophisticated strategy around developing story and making meaning within their mobilizations, actions, campaigns and movement building work. This is a 1-unit course designed to provide students with an introduction to the basic tools for developing story-based strategy into social change work and the opportunity to apply them to real working campaigns, organizations, ideas and social movements.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

URS-6290: Introduction to Environmental Journalism

This 1-unit course is a practical introduction to environmental journalism, which has an impact on open space, wildlife and humans and in many ways creates public agenda about the environment. It will help you find and develop story ideas, gather information and view issues from many different perspectives to produce fair and accurate articles. Just as in media newsrooms, we will discuss story ideas, as well as our successes and failures in previous assignments. A guest speaker involved in current environmental issues will help provide you with a better understanding of the complexities of real-life controversies, and of possible career opportunities. You are expected to be aware of major environmental issues of the day in your region, and keep track of environmental coverage in leading publications such as the Los Angeles Times and New York Times, and in research publications for environmental writers: Science and Nature. Your grade will be based on class participation, news judgment, clarity, accuracy, balance and the ability to meet deadlines.

Min. Credits: 1.0

Credit Basis: Semester credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom, Online (asynchronous)

URS-6500: Prior Learning: Urban Sustainability

Min. Credits: 1.0 **Max Credits:** 6.0
Credit Basis: Semester credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom
Faculty Consent Required: Y
Program Approval Required: Y

WOM (Women's Studies)

WOM-3801: Global Women's Health

This class will explore the social and biological factors impacting women's health, with special emphasis on the countries of the Global South: Asia, Africa, and Latin America. Women's and girls' health is linked to many dimensions, including the type of work they do, access to food and water, sanitation, cultural practices regarding pregnancy and childbirth, and access to health care services, as well as local patterns of disease and other health concerns. As we explore these questions, we will seek the voices of the women of the Global South, and explore how local communities are coming together to improve women's health. Topics will include the role of traditional birth attendants, the impact of poverty, violence against women, safe practices for childbirth, as well as the innovative programs for health education provided by community health workers in many rural communities. We will also attempt to explore the impact of the current pandemic on women and girls in communities of the Global South.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Online (asynchronous), Online Meeting (synchronous)

WRK (Workshop)

WRK-6010: Human Sexuality

In this workshop, students examine current topics including biological, psychological, psychosocial and cultural aspects of sexuality. Students explore their own sexual identities and their values regarding sexual behavior. In order to receive credit with the Board of Psychology or the Board of Behavioral Sciences for the Human Sexuality requirement for licensure, students must attend all ten hours of instruction.

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Workshop

WRK-6020: Child Abuse Reporting

In this workshop, students learn how to assess for and report incidents of child abuse (sexual, physical, emotional or child neglect). The course considers indicators of abuse, crisis counseling techniques, community resources, the rights and responsibilities of reporting, the consequences of failure to report, how to care for a child's needs after a report is made, sensitivity to previously abused children and adults and the implications and methods of treatment for children and adults. In order to receive credit with the Board of Psychology or the Board of Behavioral Sciences for the Child Abuse Assessment Training requirement for licensure, students must attend all seven hours of instruction.

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Workshop

WRK-6030: Introduction to Legal and Ethical Issues in Psychology

This course provides an organized introduction to ethical, legal, and professional issues that affect

psychological practice, including issues such as confidentiality, privilege, standards of care, multiple relationships, duties imposed on therapists such as the duty to protect and warn, and child, elder adult, and dependent adult abuse reporting mandates.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

WRK-7010: Psychopharmacology

This supplementary course is a 6-hour workshop that will review principles of neurotransmission, and investigate the role of pharmaceuticals in the treatment of mental disorders. Topics to be discussed include: depression, anxiety, schizophrenia, insomnia, bi-polar disorder, attention-deficit disorder, and dementia. Current research and pharmacological treatment of these and other disorders will be discussed in lecture, case study and vignette format.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

WRK-7020: Academic Writing in Psychology

The purpose of this workshop is to review and strengthen skills in critical analysis and academic writing in psychology. Principles of APA style, scholarly research and writing, and academic integrity are emphasized.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

WRK-7040: Advances in the DSM

This supplementary course is a 6-hour workshop describing recent advances in the development of the Diagnostic and Statistical Manual and controversies surrounding its development and use.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

WRK-7090: Suicide Effective Risk Assessment and Intervention

Suicide is the most common psychological emergency that therapists will encounter, and it is on the rise. For mental health professionals with an active clinical practice, suicide is an occupational hazard that can be both emotionally and practically devastating. Recent research has identified suicide-specific therapies that are effective in treating both suicidal ideation and behavior. Most therapists are not aware of them nor have they been trained in them, so most suicidal clients do not receive these potentially lifesaving treatments. This course will provide an invaluable opportunity for therapists to become familiar with these empirically validated, evidence-based treatments for suicide that are fast becoming the standard of care.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Workshop

WRT (Writing)

WRT-2510: Independent Study: Writing

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

WRT-3100: Academic Writing

Beginning with a review of basics (grammar, outline, style, purpose, etc.) the course will focus on the development of individual student's writing skills from writing about the self through expository and

persuasive writing. Through assignments and in-class exercises, the elements of basic communication common to both academic and professional writing will be examined. Revisions and development will be emphasized. There will be limited lecture and a great deal of discussion, practice and feedback in both dyad and workshop formats. The overall goal is to improve each student's writing skills regardless of initial level of sophistication. Required in the first quarter for all students.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3110: Creative Writing

This course is an explanation of short fiction, creative nonfiction, poetry and drama for students who seek an adventure in creative writing. Students will use their imagination to play with various writing techniques, which are relevant to all types of writing and genres. Through discussion and written exercises, students will write across genres and discover how they share similar sources and build on similar skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3190: Creative Writing: Nonfiction

This course explores the nonfiction genre, which celebrates the author's subjective experience and impressions. Studied forms include personal (lyrical) essays, memoirs, travel and nature articles, profiles, interviews, narrative and human interest stories, and literary journalism. Using Classical examples, students will examine the unique role of creative nonfiction in literary discourse and public debate.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3210: Professional Writing

An advanced course in writing for a variety of professional applications including, science, business, grants promotion, and reporting. Students study conceptual and technical writing in a wide range of mediums for diverse audiences with attention to tone and style. Students engage in the writing process as it pertains to professional writing through drafting, revising, and presenting an individual portfolio that is immediately applicable to the professional writing environment.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

WRT-3240: Shakespeare Deconstructed Gender and Power Play

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3290: The Art of Screenwriting

This class is a workshop for students to develop the fundamental tools and techniques of screenwriting for film. It is designed to provide the film writing student with skills that cultivate an ability to create compelling narrative story lines, a nuanced understanding of the dramatic structure of screenplays, and an ability to effectively read and write in film script format. The class is designed for the screenwriting student who is prepared to originate new work and present it in a supportive and rigorous workshop setting. Work will be given a close reading by all students and the teacher in the workshop. Participants will give detailed written comments as well as engage in a group critique of work. The class will seek to investigate screenwriting as a genre that is both bound by conventions but breaks withheld formulas. We will reflect on the commercial versus

the artistic aspects of the screenplay and what are the demands of each market- how can the screenplays and stories we want to tell be both personal (reflect our cultural identities) and be viable in a commercial marketplace? As space allows, students may enroll in the screenwriting workshop during multiple quarters. Different members of the creative writing faculty teach the workshop, allowing students over successive quarters to complete entire screenplays and to get broader exposure to diverse bodies of films.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3390: The Personal Journal Literature & Self-Discovery

Historical and contemporary uses of journals and diaries to record reflections, feelings, and events of daily life are considered in this course, along with ways to use this creative process to survive some of life's more difficult transitions. The course includes selected reading and weekly journal writing exercises, utilizing guided imagery, dialogue, the portrait and the not-posted letter. Application to the therapy process is also considered.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3450: Writing for Social Change

This course explores the theory, meaning, conventions, and practical techniques of writing for social change. It is designed to be useful for those working in small profit or non-profit business, where a variety of writing projects must be done by the staff at hand, quickly, whether they consider themselves writers or not. The course examines the qualities of good writing that transcend any particular form: clear sentences, lively detail, smooth transitions, good story, etc. Assignments include practical applications

of writing including the press release, letter to the editor, funding proposal, and grant reporting, and should include all the qualities of good, engaging writing. Students are encouraged to tailor their assignments to real world situations where they wish to use writing to support or spark positive social change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

WRT-3490: Writing for Social Change

This course explores the theory, meaning, conventions, and practical techniques of writing for social change. It is designed to be useful for those working in small profit or non-profit business, where a variety of writing projects must be done by the staff at hand, quickly, whether they consider themselves writers or not. The course examines the qualities of good writing that transcend any particular form: clear sentences, lively detail, smooth transitions, good story, etc. Assignments include practical applications of writing including the press release, letter to the editor, funding proposal, and grant reporting, and should include all the qualities of good, engaging writing. Students are encouraged to tailor their assignments to real world situations where they wish to use writing to support or spark positive social change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

WRT-3510: Independent Study: Writing

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

WRT-3590: Academic Research Writing Methods and Techniques

This course reviews essay writing conventions and focuses on strategies of academic writing, analysis, argument, with a close examination of research techniques and methods. The quality of the research and how we conduct research is a major concern in the age of "fake news." Students will analyze texts and research from a variety of disciplines; they will also learn various methods and techniques of research to help them construct well-researched and engaging works. Students will learn how to conduct and include highly effective research while simultaneously exercising their own authentic voice and infusing it into their academic writing. Students will employ various types of research in their paper as they examine their community of Southern California through a lens of empowerment. Students will use research to explore local people, places, or organizations dedicated to empowering underserved communities and ask themselves what they really understand about the history, efficacy, and mission of the people they investigate.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

WRT-3800: Nature Writing in a Time of Climate Catastrophe

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3930: Argument and Persuasion

This course expands the notion of argument and suggests a wide variety of discourses—from text to television, verse to video—that can be understood as practices of argument. The course covers the analysis

of various forms of argument and the evaluation of arguments presented in the world. The course encourages the student to create effective reader-centered arguments using multiple writing strategies through several lenses, including opinion editorial, social media and academic argument. The student evaluates the application of supportive evidence in professional writers' work as well as for use in their own work and then generates writing through several audience lenses using qualified evidence as the primary way to support the argument.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

WRT-3941: Special Topics in Writing

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings. May be repeated up to six times.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-3950: Literary Theory for Social Change

An advanced course in writing to advocate social change and social causes. Focuses on the study and practice of writing related to governance, citizenship, and civil society, including theories of Marxism, deconstructionism, postcolonialism, and eco-feminism. Students study and practice communication that aims to influence public understanding of civic issues, such as op-ed pieces, policy briefs, and political campaigns and functions within a civic organization to meet its mission, such as grants, educational brochures, and marketing documents.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

WRT-3960: Ind Study

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

WRT-3980: Internship

This course emphasizes professional writing experience from work sites either within or outside the university. Interns are supervised by B.A. Faculty and/or work site managers. The internship is designed for students seeking on-the-job experience and college credit, but students may also work for pay if the position offers compensation. The student and advisor establish goals and a timeline and create a learning contract. Research and a reading list may be required. Students gain practical experience, master technical aspects of various positions, and become familiar with career opportunities.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

WRT-4370: Storytelling & New Media

This course explores three main questions: 1) Why do human beings tell stories? 2) How has new media and the Internet changed storytelling? 3) What does this mean for each of us as we go out into the world as storytellers? The course will begin with an exploration of the purposes of storytelling in general with an emphasis on empirical studies, including its scientifically proven ability to create empathy and improve communication. We will then discuss how fiction and creative nonfiction have changed as a result of new media, as well as exploring other storytelling forms such as transmedia and

hyperlinked fiction. Students will be asked to identify the changes they see in the world of literary storytelling and experiment with different storytelling forms in their own writing.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

WRT-4510: Independent Study: Writing

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

WRT-4800: Special Topics in Arts & Literature

Includes course offerings of special interest within or across areas of concentration.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRT-4900: Advanced Multi-Genre Workshop

This course is the primary incubator for some of the most advanced creative writing a student will do in the BA Program at Antioch University Los Angeles. The class is designed for the experienced writing student who is prepared to originate new work or revise work in progress and present it in a supportive and rigorous workshop setting. Each piece is given a close reading by all students in the workshop. Participants give detailed written comments as well as engage in a group critique of all work presented. As space allows, students may enroll in Multi-Genre Workshop during multiple quarters. A different member of the creative writing faculty teaches the workshop in rotation over six quarters, allowing students to experience diverse bodies of literary works as well as varied approaches to textual analysis

and critique. Students are encouraged to work in multiple genres within and between pieces, to press the boundaries of genre, form, intertextuality, and narrative. Enrollment in this course is contingent upon the approval of the Creative Writing Advisor.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

WRTG-1000: Narrative Writing

An introduction to the process of narrative writing as a means to tell one's story. Students review the stages of writing (gathering ideas, developing an outline, writing the first draft, editing, and polishing), experiment with artistic ways of creating outlines and supporting examples that convey non-fiction narrative arcs, engage in writer's workshops with small groups of students, and explore strategies for finding voice in the writing process. Students produce a polished set of narrative writing pieces describing one's personal, cultural and professional history.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-1010: Expository Writing in ECE

The study of fundamental writing skills and varied writing strategies leading to the planning, organizing, writing, and revising of academic essays. Writing assignments highlight learnings from applied professional experience, with a focus on developing authority as writers in communicating one's own knowledge and perspective to a specific audience. Students receive feedback through multiple drafts and revisions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-3030: Writing Prior Learning Experience

For students who actively document life learning for college credit. Emphasis is on refining the Course Equivalent Contracts drafted in the DLL workshop and writing and polishing the learning narrative. The learning narratives are informed by clear, responsible rhetorical choices and supported by substantial, relevant, and effective evidence of college level prior learning. Successful narratives substantiate the learning articulated in the Course Equivalent Contracts. Students will participate in the necessary stages of writing development and will be given constructive feedback on their writing. Students' prior learning packages will be ready for evaluation by the completion of the class. This course is repeatable for credit.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-3990: Independent Study in Writing

Offers students independent learning beyond the scope or format of the writing classes, involving concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

WRTG-4050: Writing in Academic Contexts

This course offers a vibrant and vital exploration of reading and writing at the university level. Students build and refine their skills by composing in a variety of genres, from personal narratives to more formal academic writing. The writing workshop approach includes peer editing and revising. This course may

be repeated once for credit to continue to building and refining writing skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-4060: Inquiry and Research

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-4070: Technical and Professional Writing

Students examine the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-4900: Special Topics

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-5110: Writing in Education

This course provides MA-Education students a developmental experience in writing for an academic, educational discourse community. Emphasis will be on demystifying academic writing, audiences, and purposes in the field of curriculum studies; developing critically reflective and persuasive compositions; practicing APA-style formatting; and developing the writing process through workshop-style sessions. Students will be supported in their writing process through instructor feedback and peer collaboration.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Lab

Corequisites: EDUC-5110: Curriculum Studies & Ref Pract

WRTG-5112: Writing in Education

This course provides MA-Education students a developmental experience in writing for an academic, educational discourse community. Emphasis will be on demystifying academic writing, audiences, and purposes in the field of curriculum studies; developing critically reflective and persuasive compositions; practicing APA-style formatting; and developing the writing process through workshop-style sessions. Students will be supported in their writing process through instructor feedback and peer collaboration.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Lab

Corequisites: EDUC-5110: Curriculum Studies & Ref Pract

WRTG-5990: Independent Study in Writing

Offers students independent learning beyond the scope or format of the writing classes, involving concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

WRTG-6050: Writing in Academic Contexts

This course offers a vibrant and vital exploration of reading and writing at the university level. Students build and refine their skills by composing in a variety of genres, from personal narratives to more formal academic writing. The writing workshop approach includes peer editing and revising. This course may be repeated once for credit to continue to building and refining writing skills.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-6060: Inquiry & Research

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-6070: Technical and Professional Writing

Students examine the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-6100: Writing the Literature Review

This course will support students writing lengthy reports, articles, or dissertations by focusing on the Literature Review. Students will articulate how their main research question enters the wider conversation already occurring in their discipline. The course will focus on analyzing, synthesizing, contextualizing, and relating discrete sources and studies into a thorough Literature Review. This workshop-style course will include collaborative peer support and focused, personalized instruction for each unique project.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Lab

Corequisites: EDUC-6100: Inquiry Proposal

WRTG-6110: Writing in Psychology

Writing in Psychology offers Psychology graduate students a comprehensive experience in writing from and about research for the psychological discourse community. The class emphasizes critical reading & thinking, the development of technical & library skills as well as the integration of primary & secondary sources in graduate level writing. Students gain experience in composing in multiple genres

requiring formal research.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-6111: Writing in Psychology (low Residency)

Writing in Psychology offers Psychology graduate students a comprehensive experience in writing from and about research for the psychological discourse community. The class emphasizes critical reading & thinking, the development of technical & library skills as well as the integration of primary & secondary sources in graduate level writing. Students gain experience in composing in multiple genres requiring formal research.

Min. Credits: 1.5

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-6500: Writing the Inquiry Report

This course will support student writing of the Inquiry Project by focusing on the latter half of the Report. Students will articulate their Project's findings, implications, applications, etc. to clearly and cogently demonstrate the scope, impact, and purpose of their research. Students will prepare the final, polished version of their Report in cohesive and correct APA style, with support for crafting digital presentations of the Report. This workshop-style course will include collaborative peer support and focused, personalized instruction for each unique project.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Lab

Corequisites: EDUC-6500: Inquiry Report

WRTG-6900: Special Topics

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-7010: Writing in Psy.D.

This is a required course for all entering PsyD students. It provides a developmental experience in writing for an academic, psychological discourse community; for adhering to APA style and format expectations; and for writing in the various genres expected at the doctoral level. The course approaches writing and reading as cognitive processes, and it provides a baseline of understanding the rhetorical demands of writing in psychology. This one-credit seminar strives to meet and assess students' needs as they enter the program and then support writing growth through their study.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-7021: Conceptualizing the Dissertation Inquiry & Research

In this course, students will initiate their dissertation research proposal, moving from the hazy germ of an idea to a focused statement of inquiry. Biweekly sessions will help students down research questions, select appropriate methodologies, research and report on relevant literature, and organize and share findings while following APA style guidelines. Students should expect to write and to share their works in progress, with the goals of experimenting with initial drafts, revising work after receiving feedback, and becoming more proficient at the research-writing

process. The class will also address best practices of self-discipline for long-term research and writing projects. Students should conclude the quarter with a greater understanding of the general process of inquiry, research, and writing, in preparation for the Dissertation Prospectus and Proposal seminars and writing workshops.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

WRTG-8901: Writing the Dissertation Prospectus

To be taken concurrently with PSYC-8901. This required course is the first of two sequential workshops where students actively engage in writing their Prospectus document. In the service of composing a solid research inquiry, the course offers specific benchmarks for proposal chapters, teaches effective rhetorical strategies, embodies best practices in dissertation writing, and asks students to consider their discourse community. Students should schedule their first dissertation committee meeting soon after the end of this course.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: PSYC-8901: Dissertation Sem I: Prospectus

WRTG-8902: Writing the Dissertation Proposal

To be taken concurrently with PSYC-8902. This required course is the second of two sequential workshops where students actively engage in writing their Proposal document. In the service of composing a solid research proposal, the course offers specific benchmarks for proposal chapters, teaches effective rhetorical strategies, embodies best practices in dissertation writing, and asks students to consider their discourse community. Students should schedule their second dissertation committee meeting within one quarter after the end of this course.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Corequisites: PSYC-8902: Dissertation Sem II: Proposal