



ACADEMIC CATALOG 2023-2024

Effective Date: 07/01/2023

ANTIOCH UNIVERSITY

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Catalog Home

Use of This Catalog:

Thank you for visiting the Antioch University Academic Catalog 2023-2024. The programs, policies and fees contained in this catalog are effective for July 1, 2023 through June 30, 2024 (and for all offerings associated with the Summer 2023 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 2023 - Spring 2024. 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: 7/21/23

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

Antioch is a singly-accredited national institution comprised of disparate locations and academic units that have unique characteristics, as well as functions, services and resources that are specific to that entity. While our primary organization is based on our academic disciplines, which transcend our locations, we are proud to share with you some important information that is relevant primarily to each academic unit.

All in-person classes for each location are offered at the addresses noted below.

Antioch University Graduate School of Leadership and Change

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

Brief Overview

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.

Welcome to our community of learners.

Leadership and Support

Laurien Alexandre, Dean

Amy Rutstein-Riley, Associate Dean

Jen Swartout, Director of Operations and Student Services

Leslee Creighton, Director of Internal/External Affairs and Special Assistant to the Dean

Jackie Dailey, Student Accounts Specialist and School Certifying Official (VA Benefits)

Katy Stahl, Director of Financial Aid

Karen Crist, Director of Disability Support Services; Chief Student Services Officer:

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Stephen Shaw, Faculty Research Librarian

Elaine Gale, Writing Center Director

Primary Academic Program

Ph.D. in Leadership and Change

Antioch University Los Angeles

400 Corporate Pointe

Culver City, CA 90230

310-758-1080

<https://www.antioch.edu/los-angeles/>

Brief Overview

Antioch University Los Angeles 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 psychology 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. You may find this is 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.

Campus Leadership and Support

Mark Hower, Provost and CEO

Sandy Lee, Chief Operations Officer; Chief Student Services Officer

Emee Dacanay, Executive Director, Enrollment Management & Student Services and Primary Designated School Official (international student support)

Naomi Castro, Student Accounts Specialist and School Certifying Official (VA Benefits)

Eric Day, Director, Antioch Counseling Center

Ozzie Rodriguez, Assistant Director of Admissions

Jennifer Mahone, Assistant Director, Financial Aid

Yaru Wang, Disability Support Services Coordinator, Designated School Official (international student support) and School Certifying Official (VA Benefits)

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Francis Hernandez, School Certifying Officials (VA Benefits)

Asa Wilder, Reference & Instruction Librarian

LaCoya Katoe Gessesse, Teaching and Learning Center Director

Primary Academic Programs:

Undergraduate Degree Completion

MA in Clinical Psychology

MFA

Antioch University New England

40 Avon Street

Keene, NH 03431

800-553-8920

<https://www.antioch.edu/new-england/>

Brief Overview

Antioch New England offers 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.

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 still 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.

Campus Leadership and Support

Shawn Fitzgerald, CEO

Cheryl Lower, Director of Administrative Operations

Deb Barrett, Director of Student Services, Primary Designated School Official (international student support), School Certifying Official (VA Benefits)

Dottie Shuteran, Director of Student Accounts, School Certifying Official (VA Benefits)

Amy Posner, Associate Director of Financial Aid

Fran Ziperstein, Director of Disability Support Services

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Abigail Jones, Library Access Services Administrator

Mark Gempler, Director of Events and Campus Services

Lindsay Katzir, Writing Center Director

Primary Academic Programs

Clinical Mental Health Counseling

Couple and Family Therapy

PsyD in Clinical Psychology

Environmental Studies

Education (Experienced Educator and Waldorf)

Antioch University Online and Extended Programs

900 Dayton Street

Yellow Springs, OH 45387

800-874-7986

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

Brief Overview

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.

Leadership and Support

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

Chanda Valentine, Associate Director, Undergraduate Studies Program

Danielle Minobe, Program Coordinator, Graduate Management Programs

Vanessa Cabrales, Program Coordinator, IMA

Jonathan Eskridge, Associate Director of Program Operations & Student Services, Ed.D.

Nate Ferkovich, Director of Admissions

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Jackie Dailey, Student Accounts Specialist, School Certifying Official (VA Benefits)

Jennifer Mahone, Assistant Financial Aid Director

Karen Crist, Director of Disability Support Services; Chief Student Services Officer

John Dunham, Virtual Writing Center Director

Primary Academic Programs

Undergraduate Degree Completion

Graduate Management Programs (MBA, MA in Nonprofit Management, Masters in Human Services Administration)

Individualized Master of Arts

Doctorate in Education (Ed.D.)

Antioch University Santa Barbara

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

Brief Overview

Whether your goal is professional advancement, personal learning, and development, or a fusion of both, we are happy to have you part of our learner-centered community, and we are confident that Antioch's learner-centered community will prepare you for your future.

The Antioch University Santa Barbara 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. We anticipate 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. As you become familiar with the various learner-centered academic programs and course offerings and experience Antioch University Santa Barbara personally, we know you will proudly embrace the "Antiochian" legacy of creating meaningful, lasting change

Campus Leadership and Support

Mark Hower, Provost and CEO

Ryan Kasmier, Associate Provost, Director of Disability Support Services and School Certifying Official (VA Benefits); Chief Student Services Officer

Elida Martinez, Director of Facilities and Safety

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Jennifer Mahone, Assistant Director of Financial Aid

Jackie Dailey, Student Accounts Specialist

Emee Dacanay, Primary Designated School Official (international student support)

Christine Forte, University Librarian

Allison Adelman, Writing Center Director

Primary Academic Programs

Undergraduate Degree Completion

MA in Clinical Psychology

Education (Nature-Based Early Childhood)

Antioch University Seattle

2400 3rd Ave, Suite 200

Seattle, WA 98121

206-441-5352

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

Brief Overview

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.

Campus Leadership and Support

Ben Pryor, CEO

Sue Byers, Assistant Provost, Chief Student Services Officer

Dan Malcore, Associate Director of Financial Aid

Jon Stevens, University Director of Student Accounts

Heather Howell, Designated School Official (international student support)

Jaden Weatherspoon, Primary Designated School Official (international student support), School Certifying Official (VA Benefits)

Liz Carson-Murphy, University Director for Veterans and Military-Connected Student Affairs

Bev Stuart, Director of Library Services

Jesse Priest, Writing Lab Coordinator, Interim Director of the Center for Teaching and Learning

Primary Academic Programs

Undergraduate Degree Completion
Clinical Mental Health Counseling
Couple and Family Therapy
Creative Arts Therapies
PsyD in Clinical Psychology
Education (Teacher Licensure)

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.

Antioch University in Affiliation

In July 2022, Antioch University and Otterbein University announced their intention to create a strategic affiliation between our mission-shared institutions and begin building an independent university system grounded in democratizing education to prepare students to advance social justice, democracy, and the common good, with a focus on graduate and adult-learner programs.

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

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

As of the publishing of this catalog, the affiliation remains under development. Information about the affiliation may be found on Antioch's website [here](#). As arrangements are finalized, new information will be added to this site.

Accreditation

University Accreditation

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

The Higher Learning Commission

230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1413
(800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462
<http://hlcommission.org/>

Specialized Program Accreditation and Approvals

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

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

placement rates. Most accreditors provide manuals or guides to their own requirements.

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

Approvals for Programs in Psychology and Counseling

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

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

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

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

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

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

Other approvals in Psychology and Counseling

- Master of Arts in Dance/Movement Therapy & Counseling in **New England** is approved by American Dance Therapy Association (ADTA)
- The master's concentration and certificate in Sex Therapy in **Seattle** meets the requirements for certification by American

- Association of Sex Educators, Counselors, and Therapists (AASECT)
- The master's concentration and certificate in Play Therapy in **Seattle** is accredited by Association for Play Therapy (APT)
 - The master's concentration in Drama Therapy in **Seattle** is accredited by North American Drama Therapy Association (NADTA)
 - The master's concentration in Art Therapy in **Seattle** is accredited by the Accreditation Council for Art Therapy Education (ACATE)

Approvals for Programs in Environmental Studies

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

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

Master of Science in Environmental Studies with concentrations in

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

Approvals for Programs in Education and Educator Preparation

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

Washington Professional Educator Standards Board 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

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, CA 95834 -or
P.O. Box 980818, West Sacramento, CA 95798-0818
(888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897
www.bppe.ca.gov

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

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

Student Consumer Information/Complaints

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

Student Complaints

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

Campus/Program	Chief Student Services Officer
Antioch University Graduate School of Leadership & Change	Karen Crist Assistant Vice Chancellor, Student Success 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 Assistant Vice Chancellor, Student Success kcrist@antioch.edu 937-769-1335
Antioch University New England	Deb Barrett Director of Student Services dbarrett@antioch.edu 603-283-2494
Antioch University Online	Karen Crist Assistant Vice Chancellor, Student Success kcrist@antioch.edu 937-769-1335
Antioch University Santa Barbara	Ryan Kasmier Associate Provost rkasmier@antioch.edu 805-962-8179 x 5105
Antioch University Seattle	Sue Byers Assistant Provost sbyers@antioch.edu 206-268-4932

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, School of Counseling, Psychology and
Therapy and CEO, Antioch University New England. PhD, University of
Toledo

Mark Hower, Provost/CEO, 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 Sciences and CEO, Antioch
University Seattle. PhD, Pennsylvania State University

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

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

Faculty Senate

On March 3, 2023 upon the recommendation of the Chancellor of Antioch University and the Academic Affairs Committee, the Board of Governors affirms the critical role of the University Faculty Senate in the shared participatory governance and shared leadership of Antioch University, and hereby recognizes the Faculty Senate as the official body in which faculty convene to oversee curricula; provide faculty voice; and reflect, support, and center student experience and interests in contributing input and guidance on decision-making at the university level.

Inaugural Senators:

Ken Baker	Management
Sara Beth Lohre	Undergraduate Studies
Julie Biddle	School of Education
Maria Kim	Counseling, Psychology, Therapy (Division 1)
Mariamee Gonzalez	Counseling, Psychology, Therapy (Division 3)
Anthony Pennant	Counseling, Psychology, Therapy (Division 4)
Tenika Jackson	Counseling, Psychology, Therapy (Division 5)
Rae Theit	Environmental Studies
Beth Mabry	Graduate School of Leadership & Change
Ali Corey	AU New England campus
Alexis Arczynski	AU Los Angeles campus
Sandra Kenny	AU Santa Barbara campus
Katherine Fort	AU Seattle campus
Jesse Priest	AU Writing Centers
Pippin Macdonald	AU Libraries

University Administrative Leadership

Laura Andrews, University Director of Advancement. MEd, Keene State College

Katrina Bell, University Director of Writing Support. PhD, Southern Illinois University, Carbondale

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

Sue Byers, Assistant Provost, AU Seattle. MA, Pacific Oaks College

Liz Carson-Murphy, University Director of Veterans' and Military-Connected Student Affairs. MS, Walden University

Karen Crist, Assistant Vice Chancellor for Student Success. MA, Antioch University

Zephyr Ethier, University Director of Enrollment Services. EdD, Southern New Hampshire University

Nate Ferkovich, Director of Admission for Online and Undergraduate Studies. BA, Appalachian State University

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

Katie Golus, Director of Academic Technology. EdM, Harvard University

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

Jeanne Grippo, Director of Administrative Applications. BA, University of Dayton

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, AU 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

Jon Stevens, University Director of Student Accounts. MA, Antioch University Seattle

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

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

Will Winkowski, Strategic Business Solutions Partner. MAFM, Keller Graduate School of Management of DeVry University

Board of Governors

Chair: Carole Isom-Barnes, Huntersville, NC

Vice-Chair: Paul Mutty, Seattle, WA

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

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

Holiday Hart McKiernan, Indianapolis, IN

William Plater, Indianapolis, IN

Rich Preyer, III., Asheville, NC

Martha Summerville, New Haven, CT

Eugene R. Tempel, Indianapolis, IN

Lillian Pierson Lovelace (governor emerita), Santa Barbara, CA

2023-2024 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)

2023 Summer Quarter	07/05/23	09/16/23
2023 Fall Quarter	10/02/23	12/16/23
2024 Winter Quarter	01/02/24	03/16/24
2024 Spring Quarter	04/01/24	06/15/24

Standard Semester

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

AUNE	2023 Summer Semester	05/06/23	08/25/23
	2023 Fall Semester	08/26/23	12/15/23
	2024 Spring Semester	01/02/24	05/03/24

USMA	2023 Fall Semester	08/26/23	12/19/23
	2024 Spring Semester	01/08/24	05/03/24
EdD	2023 Summer Semester	05/06/23	08/25/23
	2023 Fall Semester	08/26/23	12/15/23
	2024 Spring Semester	01/02/24	04/26/24
IMA	2023 Summer Semester	05/06/23	08/25/23
	2023 Fall Semester	08/26/23	12/15/23
	2024 Spring Semester	01/02/24	04/26/24

Short Semesters (Sessions)

Used by: AU Online Undergraduate, Graduate Management programs, Masters in Human Services Administration, Individualized MA (IMA)

2023 Summer Session A	05/08/23	06/25/23
2023 Summer Session B	07/03/23	08/20/23
2023 Fall Session A	08/28/23	10/15/23
2023 Fall Session B	10/23/23	12/10/23

2024 Spring Session A	01/08/24	02/25/24
2024 Spring Session B	03/04/24	04/21/24

Extended Semester

Used by MFA

2023 Summer/Fall Semester	06/15/23	11/19/23
2024 Winter/Spring Semester	12/07/23	05/12/24

Trimester

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

Summer 2023 Trimester	07/01/23	10/30/23
Fall 2023 Trimester	11/01/23	02/28/24
Spring 2024 Trimester	03/01/24	06/30/24

Annual

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

2023-24 Annual Term	07/01/23	06/30/24
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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 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 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.

Tuition Tables

School of Counseling, Psychology & Therapy			
Creative Arts Therapies Division			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MA in Dance/Movement Therapy: Couple & Family Therapy	\$1,122 / semester credit
Seattle	Quarter	MA in Counseling: CMHC & Dance/Movement Therapy	\$834 / quarter credit
Seattle	Quarter	MA in Couple & Family Therapy: Dance/Movement Therapy	\$834 / quarter credit
Seattle	Quarter	MA in Psychology - Art Therapy (CMHC or CFT)	\$834 / quarter credit
Seattle	Quarter	MA in Psychology - Drama Therapy (CMHC or CFT)	\$834 / quarter credit

Clinical Psychology Division			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	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: \$7,795 / semester
Seattle	Quarter	PsyD in Clinical Psychology	\$1032 / quarter credit
Counseling Division			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MA in Clinical Mental Health Counseling	\$916 / semester credit
New England	Semester	MA in Clinical Mental Health Counseling (Online)	\$784 / semester credit
New England	Semester	MA in Clinical Mental Health Counseling: Art Therapy	\$784 / semester credit
Seattle	Quarter	MA in Counseling-Clinical Mental Health Counseling	\$834 / quarter credit
Seattle	Quarter	MA in Counseling-Clinical Mental Health Counseling (Low-residency)	\$834 / quarter credit

Seattle	Quarter	PhD in Counselor Education & Supervision	\$906 / quarter credit
Relational Therapy Division			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MA in Couple and Family Therapy	\$1,122 / semester credit
New England	Semester	PhD in Couple and Family Therapy	Year 1 Fall or Spring: \$16,104 / semester
			Year 2 Summer, Fall, or Spring: \$13,134 / semester
			Year 3 Summer, Fall, or Spring: \$10,226 / semester
			Year 4 Summer, Fall, Spring: \$7,316 / semester (by exception)
Seattle	Quarter	MA in Couple and Family Therapy	\$834 / quarter credit

Applied Psychology Division			
Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles	Quarter	MA in Clinical Psychology and Psychological Studies	17 and over units: \$909 / unit for each over 16
			8-16 units: \$5,457 / quarter
			7 units: \$6,360 / quarter
			4-6 units: \$9,085 / quarter
			1-3 units: \$909 / quarter
Santa Barbara	Quarter	MA in Clinical Psychology	8 - 15 units: \$8,018 / quarter
			4 - 7 units: \$4,810 / quarter
			1 - 3 units: \$801 / quarter unit
Certificates			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	All Counseling, Psychology & Therapy Certificates	\$784 / semester credit
Seattle	Quarter	All Counseling, Psychology & Therapy Certificates	\$350 / quarter credit

School of Education			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MEd in Foundations of Education	\$784 / semester credit
New England	Semester	MEd Humane Education	\$784 / semester credit
New England	Semester	MA in Humane Education	\$784 / semester credit
New England	Semester	MEd in Waldorf Teacher Education	\$886 / semester credit
New England	Semester	MEd in Waldorf Teacher Education (Year Round delivery) NH State Licensure Pathway	\$886 / semester credit
New England	Semester	MEd in Transdisciplinary Studies in Healing Education	\$886 / semester credit
Online	Semester	EdD in Educational & Professional Practice	\$1,022 / semester credit
Seattle	Quarter	MA in Education	\$744 / quarter credit
Seattle	Quarter	MA in Teaching	\$726 / quarter credit
Seattle	Quarter	MA in Teaching, Alternate Route to Teacher Certification	\$450 / quarter credit

Certificates			
Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	All New England Education Certificates (<i>except the following</i>)	\$784 / semester credit
New England	Semester	Waldorf Teacher Education Certificate	\$886 / semester credit
New England	Semester	Transdisciplinary Studies in Healing Education Certificate	\$886 / semester credit
Seattle	Quarter	All Seattle Education Certificates (<i>except the following</i>)	\$450 / quarter credit
Seattle	Quarter	Certificate in Sexuality Education	\$350 / quarter credit

Individualized Studies (IMA)			
Campus	Calendar Type	Program	Per Term/Per Credit
Online	Semester	MA in Humanities (IMA)	\$754 / semester credit
Online	Semester	MA in Social Science (IMA)	\$754 / semester credit

Master of Fine Arts (MFA)			
Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles	Semester	MFA in Creative Writing	Semesters 1-3: \$9,984 / semester
			Semester 4: \$14,870 / semester
Los Angeles	Semester	Teaching Creative Writing Certificate	Entire program: \$9,984

Graduate School of Leadership & Change		
Calendar Type	Program	Per Term/Per Credit
Semester	Years 1-3 pre-candidacy*	\$26,778 / year

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

Graduate Management Programs			
Campus	Calendar Type	Program	Per Term/Per Credit
Online	Semester	Master in Human Services Administration (MHSA)	\$614 / semester credit
Online	Semester	MA in Nonprofit Management	\$614 / semester credit
Online	Semester	Master of Business Administration	\$614 / semester credit

School of Undergraduate Studies			
Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles	Quarter	Bachelors Degree Completion - All majors	\$535 / quarter credit
Online	Semester	Bachelors Degree Completion - All majors	\$449 / semester credit
Seattle	Quarter	Bachelors Degree Completion - All majors	\$535 / quarter credit
Santa Barbara	Quarter	Bachelors Degree Completion - All majors	\$535 / quarter credit
Certificates			
Campus	Calendar Type	Program	Per Term/Per Credit
Seattle	Quarter	Culturally Responsive Early Childhood Education Certificate	\$450 / quarter credit

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	\$22.00
Transcript Fee without narratives	\$15.00
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. A payment plan is utilized and a payment plan authorization form must be submitted to the Student Accounts Department. 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.

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

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.

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.

VBTA Policy

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

Financial Aid

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

Students receive assistance in the form of grants, scholarships, student loans and part-time employment. Funds are available from federal and state sources, private sponsors, and University resources. Most financial aid offers are based on the applicant's demonstration of need. This is calculated on the Free Application for Federal Student Aid (FAFSA) which produces a number called the 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/)
(<https://benefits.va.gov/benefits/>)
- [Department of Veterans Affairs web site:](https://www.vets.gov/)
(<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>.

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 ($\$320 \times 50\%$ 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

Campus	Program Name	Total Charges for First term of Attendance	Estimated Total Charges for the Entire Educational Program
AP	Doctor of Philosophy in Leadership and Change Tuition	\$8,333.00	\$88,500.00
LA	Bachelor of Arts in Applied Arts and Media	\$6,420.00	\$51,360.00
LA	Bachelor of Arts in Applied Studies (AULA)	\$6,420.00	\$51,360.00
LA	Bachelor of Applied Arts in Urban Communities and Justice	\$6,420.00	\$51,360.00
LA	Bachelor of Science in Applied Technology and Business Leadership	\$6,420.00	\$51,360.00
LA	Graduate Certificate in Applied Community Psychology	\$8,736.00	\$17,480.00
LA	Master of Arts in Clinical Psychology (AULA)	\$8,736.00	\$51,360.00

Campus	Program Name	Total Charges for First term of Attendance	Estimated Total Charges for the Entire Educational Program
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

Campus	Program Name	Total Charges for First term of Attendance	Estimated Total Charges for the Entire Educational Program
SE	Master of Arts in Clinical Mental Health Counseling	\$8,264.00	
SE	Doctor of Philosophy in Counselor Education and Supervision	\$5,208.00	\$62,496.00

Cancellation of Enrollment Agreement

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

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

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. All students, including those in distance programs, will have access to the first lesson and all instructional materials within seven days of the start of instruction.

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

- 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

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., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

- 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.

Priority Registration for Veteran and Military Connected Students

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

Priority Registration Requests

Students using VA education benefits are automatically assigned priority registration upon enrollment.

Students that are not using education benefits, will need to provide documentation of active duty or veteran status to the University Director of Veteran and Military Connected Student Affairs (ecarsonmurphy@antioch.edu), the Antioch Registrar's office (registrar@antioch.edu) or the campus SCO. Once documentation is verified, students will have access to priority registration until they graduate. You only need to show your documentation one time to remain eligible.

Acceptable Documentation for Priority Registration

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

- DoD ID Card (Military ID)
- Veteran ID Card or VA Medical Card
- State Drivers License with 'veteran' designation
- Common Access Card (CAC)
- DD-214 Discharge Document (Member Copy 4)

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

Questions about acceptable documentation or priority registration can be directed to the University Director of Veteran and Military Connected Student Affairs (ecarsonmurphy@antioch.edu), Antioch Registrar's office (registrar@antioch.edu), or the campus SCO.

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.

Instructional Method/Course Modality

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

- **CLS - Classroom:** Typical meeting in person, on campus

- **OLM - Online Meeting:** Synchronous online meetings (includes specific days and times), 100% online delivery
- **ONL - Online:** Asynchronous online work, 100% online delivery
- **CLIN - Clinical Training:** Includes all clinical training, internship, and practice
- **FLD - Field Study:** In person, out in field of study, including non-clinical internships - Non classroom environment, applied learning
- **IS - Independent Study:** Student/instructor designed content, only offered 1:1
- **LAB - Lab:** Applied classroom based study
- **STU - Studio:** Studio practice, such as arts or theater
- **TD - Thesis/Dissertation:** Thesis, dissertation, research, projects
- **WRK - Workshop:** Short span offerings - one/two day, face to face

Add/Drop/Withdraw

Students have approximately the first 20% of the length of each registered class to make add/drop decisions. Classes may be added or dropped using online registration during this period. No charges are assessed for add/drop activity. 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.

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. This applies to students in both in-person and distance education programs

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 Graduated/Withdrawn**. These categories are defined as follows:

Enrolled

If you are registered for credit-bearing coursework, or registered for 0-credit courses that are created for purposes of thesis or dissertation work, or other work that represents new learning as defined by your academic program, you are considered "enrolled." Tuition and fees are charged, you may be eligible for federal financial aid, your enrollment status is reported to the

National Student Clearinghouse, enrollment activity appears on transcript and you are evaluated for academic standing status and Satisfactory Academic Progress.

Hiatus

If you are not registered but have neither completed your program nor withdrawn, you will be on "hiatus" (or leave of absence). You may request a leave, or may be placed on leave by your academic program or by the university. If requesting a leave, your request must be reviewed by your advisor to ensure that you are aware of the potential impact of a leave. If you request a leave during a term, your current registration will be dropped, with refunds and grades being granted according to university policy.

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

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

The following conditions apply to students on Hiatus:

- No charges, including no Student Services fee
- No Financial Aid eligibility
- Students may not be graduated from a term in which they are on leave
- Reported as on-leave to National Student Clearinghouse, except for Administrative leave (reported as withdrawn) or leave extensions that exceed 180 consecutive days
- Limited access to instructors, advisors and academic resources
- Antioch allows a maximum of one year (3 semesters, 2 extended semesters (MFA), 4 quarters, 3 trimesters; consecutive or distributed) per degree program.
 - Academic programs may establish a maximum limit to the total number of leaves allowed for the duration of the

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

- Academic standing status carries over to the next term of enrollment. Leaves of absence do not affect academic standing.
- Hiatus status is for one term. You may request a 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. However, you are still considered on leave for purposes of resuming your studies. Being reported as withdrawn may have implications for loan repayment. You should contact Financial Aid to review these implications.

Graduated/Withdrawn

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

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

- Not meeting mandatory progress standards as defined by the academic program
- Not registering following an administrative leave
- Exceeding maximum number of student leaves of absence as defined by university policy
- Not meeting Academic Standing probation requirements
- Not meeting financial obligations
- Outcome of a disciplinary procedure

The following conditions apply to withdrawn students: electronic services are terminated, outstanding grades from previous terms updated to No Credit, withdrawal status and date appear on transcript, withdrawal status reported to the Clearinghouse, and substantive contact with Antioch faculty and staff ends.

Withdrawn students may request readmission to original program or admission to another Antioch program in accordance with program policy. Re-admission requires application (may be expedited) and approval from the academic program, and is not guaranteed.

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

Enrollment Reporting & Degree Verifications

Antioch University submits monthly enrollment data and data for degree verification to the National Student Loan Clearinghouse. Requests for enrollment verification should be directed to this organization via their website: www.studentclearinghouse.org. Reports of enrollment or completed coursework are based upon documentation on file with the Registrar. Only official registrations or official notification of 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 uses the Degree Audit (DAR) to review student records for the completion of all requirements for their academic programs. Students who have submitted a Graduation Application and completed all requirements by the end of a term will have a conferral / graduation date as of the term in which all requirements are met. Student records must be complete by the last day of the term with the exception of final evaluations.

Updating Anticipated Completion Date

The Anticipated Completion Date (ACD) is a marker of a student's planned completion term and should be kept updated to facilitate various university systems such as Financial Aid and Degree Conferral. Students should update their ACD through myAntioch to assist with planning and to maintain accurate information regarding loan repayment. Students may use their Degree Audit Report (DAR), as well as consultation with their advisor, to assist with the determination of their Anticipated Completion Date.

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 reflect a "complete" status 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, so that the Registrar's office can assist in confirming that all requirements are met. Students will be prompted to submit a Graduation Application in the term prior to their final term of enrollment, based on their Anticipated Completion Date (ACD). Students apply for the term in which they plan to complete their studies which allows for timely review of degree progress and advising to ensure that all degree requirements are met.

Graduation Applications may be moved to a subsequent term one time, after which they are considered expired and a new application will need to be submitted.

Conferral & Diploma Procedures

Following the end of a term, the Registrar's office reviews DAR's for all pending completers. Once all requirements are verified, certificates and degrees will be conferred and students are notified. Due to federal reporting guidelines, students whose records do not reflect a complete status within 30-days of the end of the term will have their Graduation Application updated to the subsequent term.

Monthly diploma printing begins on the 10th each month, students can expect to receive their documents within 2-6 weeks of this date once their program is processed as graduated. Diplomas may be withheld in the event of an outstanding financial balance.

En Passant Programs

Students in programs with pre-determined En Passant credentials work with their program to request the program be added to their record in the term of completion. All requirements for the En Passant must be completed and a Graduation Application must be submitted.

Commencement

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

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 so all students are encouraged to seek writing support throughout their academic program. Students at Antioch University have access to free writing support and resources at the four campuses (Keene, NH; Los Angeles, CA; Santa Barbara, CA; and Seattle, WA), as well as online through synchronous Zoom meetings or asynchronous feedback from the Virtual Writing Center.

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

Place-based Writing Centers

Writing Center directors and their teams are dedicated to offering students assistance with academic work and writing development. At any campus, students may schedule appointments for conversations about their writing. Students, faculty and staff can come to the Writing Centers for any writing task, large or small, at any stage of the writing process. Writing workshops and special programs are also offered through these centers and online to all students; descriptions, schedules, and registration are available on the workshop page. A

variety of writing resources are available on the Writing Center websites.

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 and expanding students' access to writing support. We offer Zoom or phone-based appointments in various time zones, as well as some in-person support at most campuses. Please check the Centers' websites for the most updated online schedules and campus hours.

Virtual Writing Center (VWC)

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

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

Fee-Based Professional Writing Support

AU students have access to professional editing, proofreading, and coaching services at lower hourly rates for AU community members

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

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

University Writing Center Leadership

- **Kat Bell**, University Director of Writing Support; Writing Centers Liaison to the School of Psychology (doctoral level), GSLC, and School of Management, kbell@antioch.edu
- **John Dunham**, Virtual Writing Center Director, and Writing Centers Liaison to the School of Education, jdunham@antioch.edu
- **Jesse Priest**, Coordinator, Antioch Seattle Writing Lab, jpriest@antioch.edu
- **Allison Adelman**, Santa Barbara Writing Center Director and PsyD Dissertation Coordinator (and Writing Centers Liaison to CPT Div. 5), aadelman@antioch.edu
- **LaCoya Gessesse**, Los Angeles Teaching and Learning Center Director, Undergraduate School/Studies Teaching Faculty, and Writing Centers Liaison to the Undergraduate Studies School and the Masters of Fine Arts in Creative Writing program, lkatoegessesse@antioch.edu
- **Lindsay Katzir**, New England Writing Center Director and Teaching Faculty, Writing Centers Liaison to the School of Environmental Studies, lkatzir@antioch.edu
- **Elaine Gale**, GSLC Writing Center Director, egale@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 3.0 Mbps 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 or 11 recommended; minimum Windows 8

- Mac Operating System - MacOS 10.14 recommended; minimum Mac OS 10.12
- Dual-core 2Ghz processor or higher (Intel i3/i5/i7 or AMD equivalent)
- 8GB of RAM recommended; minimum 4GB
- Hard drive capacity 250GB or higher
- Ethernet or WiFi card/adapter
- Computer speakers or headphones, microphone, and a webcam.
- Suggested hardware includes a printer/scanner, USB flash drive, and an external hard drive or cloud storage subscription for backup.
- Some additional suggested options are listed here: Work From Anywhere Hardware

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. Microsoft 365 is also available online to current students.

Here are a few options:

- Google Workspace: online document creation capabilities which also allows you to create, store, and share a variety of file types is available by clicking the '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 102.0 or higher
- Google Chrome Version 109.0 or higher
- Safari 16.0 or higher
- Microsoft Edge 109.0 or higher
- Opera 94.0 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: VLC is a free and open source cross-platform multimedia player and framework that plays most multimedia files as well as DVDs, Audio CDs, VCDs, and various streaming protocols. <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/>
- Windows Defender is included for free with Windows 8, 10 & 11

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/>
- Sophos Home Premium <https://home.sophos.com/download-antivirus-pc>

Computing Requirements

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

Please see the university's recommendations for computing standards. **These recommendations are requirements for students in fully online programs.**

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

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

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

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

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, where students spend time on a physical campus, some 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 and navigational support 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. Students in fully online or low-residency programs coordinate access this support primarily through their academic program office.

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
2nd floor
603-283-2490
studentservices.ane@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 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

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

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

Commitment to Military-Connected Students

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

- **Assist with transition to college environment**
We provide one-on-one counseling to discuss your career goals, connect you with necessary tutoring services to help you prepare for placement exams, and assist you with program selection based on your specific needs.
- **VA Benefits, tuition assistance and financial aid counseling**
We provide one-on-one GI Bill® assistance to student veterans and tuition assistance guidance for active duty military. We are subject matter experts in all of your financial aid benefits and needs.

- **Acceptance of credits for Joint Services Transcript**
We ensure students are getting the maximum amount of college credits for military training and occupations. In addition, we offer other credit for prior learning as well as easy transfer of credits earned at other accredited institutions.
- **Alumni Mentor and Networking**
We help build connections between current military-connected students and military alumni through publications, mentoring programs, and our nationwide network of alumni. In collaboration with career offices on campus and non-profit organizations in the area, we work towards creating meaningful connections as a stepping-stone for the next career goal.
- **Career Counseling and Employment Services**
We offer a broad range of assistance designed to provide the best opportunity for career employment upon graduation. We help research and match labor market indicators that best correspond with learned academic skills, work experience, and personal attributes; resume writing; and developing interview techniques. This resource may be especially lucrative for veterans seeking to translate military job experience to the civilian workforce.

Covered Programs

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

VA Resource Information

Primary Point of Contact Antioch University Veterans

Liz Carson-Murphy

University Director for Veterans and Military-Connected Student
Affairs

ecarsonmurphy@antioch.edu

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

877-800-946

jdailey1@antioch.edu

Los Angeles

310-578-1080 ext. 440

vro.aula@antioch.edu

New England

603-283-2490

studentservices.aune@antioch.edu

Santa Barbara

805-962-8179 ext. 5105

rkasmier@antioch.edu

Seattle

206-268-4232

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

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 strongly encourages all students and employees to accurately and promptly report 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 and the Antioch University [Clery Act Policy, 3.309](#). You may also view the current Clery Reports for Antioch University below:

Antioch University Los Angeles

Antioch University Midwest

Antioch University New England

Antioch University Santa Barbara

Antioch University Seattle

University Policies

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

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

General Policy Information

You can browse Antioch University Policies Collection at:
https://aura.antioch.edu/au_policies/

Academic Policies

Attendance Policy

See Antioch University [Attendance Policy, 5.615](#).

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

Degree & Academic Certificate Conferral Policy

See Antioch University [Degree and Academic Certificate Conferral Policy, 5.705](#).

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

Grade Equivalency Policy

See Antioch University [Grade Equivalency Policy, 5.229](#).

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

Grading System and Transcript Recording Policy

See Antioch University [Grading System and Transcript Recording Policy, 5.227](#).

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

Intra-University Registration Policy

See Antioch University [Intra-University Registration Policy, 5.621](#).

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

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

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

Prior Learning Credit Policy

See Antioch University [Prior Learning Credit Policy, 5.613](#).

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

Student Academic Load & Class Standing Policy

See Antioch University [Student Academic Load & Class Standing Policy, 5.617](#).

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

Student Records (FERPA) Policy

See Antioch University [Student Records \(FERPA\) Policy, 5.629](#).

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

At its discretion, Antioch University may release public or directory information in accordance with the provisions of FERPA. Students who wish directory information to be withheld must inform the Registrar's office in writing.

Antioch University defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photographs; date

and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

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

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

Transfer Credit and Course Substitution Policy

See Antioch University [Transfer and Intra-University Credit Policy, 5.611](#).

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

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

Student Policies

Academic Appeal Policy

See Antioch University [Academic Appeal Policy, 6.111](#).

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

Admissions Policy

See Antioch University [Admission Policy, 5.607](#).

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

Disability Support Services

See Antioch University [Disability Support Services Policy, 6.101](#).

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

Military and Reserve Military Deployment Policy

See Antioch University [Military and Reserve Military Deployment Policy, 6.121](#).

Antioch University honors the sacrifices made by our active military and active reserve military students. In recognition of the disruption that deployment can create, the university has established policies and

procedures to ensure that students are not disadvantaged while meeting their military obligations.

Satisfactory Academic Progress Policy

See Antioch University [Satisfactory Academic Progress Policy, 6.119](#).

Antioch's Satisfactory Academic Progress policy is coterminous with its Academic Standing policy as described below. In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to ensure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time.

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

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

Student Academic Integrity Policy

See Antioch University [Student Academic Integrity Policy, 6.105](#).

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

Student Academic Rights and Freedom

See Antioch University [Student Academic Rights and Freedom, 6.102](#).

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

Student Conduct Policy

See Antioch University [Student Conduct Policy, 6.103](#).

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

Student Grievance Policy

See Antioch University [Student Grievance Policy, 6.109](#).

If students feel that they have received unfair or inequitable treatment from a member of Antioch University's faculty or staff, or feel that institutional policies pertaining to them have not been followed, they may choose to engage in the formal grievance procedure. Please note: this process is separate from the academic appeals process, which students follow to dispute the awarding of credit in an academic course.

Student Organizations, Speech & Publications Policy

See Antioch University [Student Organizations, Speech & Publications Policy, 6.127](#).

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as

members of the University and global communities. This policy sets forth students' rights and responsibilities, as well as University expectations, with regard to the establishment and conduct of student organizations and student publications.

Student Religious Accommodation Policy

See Antioch University [Student Religious Accommodation Policy, 6.117](#).

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

Institutional Policies

Acceptable Use of Electronic Resources Policy

See Antioch University [Acceptable Use of Electronic Resources Policy, 8.101](#).

Antioch University values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

Email Policy

See Antioch University [Email Use Policy, 8.103](#).

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as

they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

International Study & Domestic Field Study Travel Policy

See Antioch University [International Study & Domestic Field Study Policy, 5.223](#).

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

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

See Antioch University [Sexual Harassment, Sexual Violence and Sex Discrimination Policy, 4.607](#).

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

Student Employment Policies

Student Employment Policy

See Antioch University [Student Employment Policy, 4.209](#).

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

Payroll and Time Reporting Policy

See Antioch University [Payroll and Time Reporting Policy, 4.407](#).

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

Hours of Work, Breaks and Attendance Policy

See Antioch University [Hours of Work, Breaks and Attendance Policy, 4.401](#).

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

University 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. There are also many alumni stories in The Common Thread. In addition, alumni can enjoy the Antioch podcast The Seed Field.

Antioch University publishes an alumni magazine once a year.

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

Academic Schools



School of Counseling, Psychology & Therapy

Welcome to the School of Counseling, Psychology & Therapy!

Programs within the Graduate School of Counseling, Psychology, and Therapy (CPT) offer a wide range of graduate degrees, specializations, certificates, and concentrations delivered in a variety of instructional formats including low residency, online, and face-to-face. CPT students are adult learners who either enroll directly from their undergraduate programs or come to our programs with several years of professional experience. These various levels of experiences become part of the diversity in 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 CPT experience. The School is organized around five divisions---Creative Arts Therapies, Clinical Psychology (PsyD), Counseling, Relational Therapies, and Applied Psychology.

Thank you for joining us.

Shawn Fitzgerald, PhD

Dean, School of Counseling, Psychology and Therapy

Applied Psychology

Clinical Psychology - MAP General Overview

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

Program Overview

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

Plan of Study

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.

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.

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.

- 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, 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

Plan of Study

MAP Clinical Psychology Core

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

A+R Specialization Requirements

- PSY-5500E: Integrative Treatment of Addictive & Co-Occurring Disorders
- PSY-5500G: Understanding and Treating Addiction: A Systems Perspective
- PSY-5501: Understanding and Treating Addictions: Biological Perspectives
- PSY-5502: Understanding and Treating Addictions: Social, Cultural, and Political Perspectives
- PSY-5503: Understanding and Treating Addiction: A Psychological Perspective

3 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

Plan of Study

MAP Clinical Psychology Core

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

ACP Specialization Requirements:

- PSY-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

Plan of Study

MAP Clinical Psychology Core

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

CS Specialization Requirements:

- PSY-5200A: Developmental Psychopathology I: Diagnosis
- PSY-5200B: Developmental Psychopathology II: Intervention
- PSY-5330B: Brain and Behavior: the Child
- PSY-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

Plan of Study

MAP Clinical Psychology Core

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

Options for the General Practice Specialization:

- Additional Clinical Skills Courses
- Specialization courses from a variety of different specializations
- Extra Clinical Practicum hours

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

Plan of Study

MAP Clinical Psychology Core

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

LGBT Specialization Requirements:

- PSY-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, 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 assess 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

Plan of Study

MAP Clinical Psychology Core

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

PTS Specialization Requirements

- PSY-5710: Traumatic Grief and Loss
- PSY-5711: Disasters Mass Violence and 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

Plan of Study

MAP Clinical Psychology Core

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

SDP Specialization Requirements:

- PSY-5210D: Transference/Countertransference: Eros And Psyche
- PSY-5310H: Intercultural Transpersonal and Depth Psychology
- PSY-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.

Clinical Psychology - MACP General Overview

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

University Tuition and Fees

Plan of Study

Required Courses (90 quarter credits)

- 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
- 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 II: Treatment Planning and Clinical Interventions
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum II: Treatment Planning and Clinical Intervention With Latino Clients
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum III: Case Conceptualization
- 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, 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

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
- 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 II: Treatment Planning and Clinical Interventions
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum II: Treatment Planning and Clinical Intervention With Latino Clients
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum III: Case Conceptualization
- 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

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
- PSC-5061: Psychopathology
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5041: Human Life-Span Development: the Older a
- PSC-5071: Theories of Family Systems
- PSC-5382: Professional Ethics & the Law: Applications
- 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, 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 II: Treatment Planning and Clinical Interventions
- PSC-5300: Psychotherapy with Children & Adolescents
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-6513: Practicum Ii: Treatment Planning and Clinical Intervention With Latino Clients
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5510: Community Mental Health
- PSC-6514: Practicum III: Case Conceptualization
- 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 Expressive Arts in Somatic Psychotherapy
- Complete one of the following:
- PSC-5704: Practicum - Somatic Psychotherapy Consultation
- 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
- 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 Context

- 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 Expressive Arts in Somatic Psychotherapy
- PSC-5704: Practicum - Somatic Psychotherapy Consultation
- 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*

Psychology, Individualized Concentration, MA

MA in Psychology: Individualized

Location: AU Los Angeles

Credits for Degree: 60 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 30 months

Program Overview

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

Mission of the Master of Arts in Psychology with Individualized Concentration

The MA in Psychology with Individualized Concentration:

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

Current Tuition and Fees

University Tuition and Fees

Plan of Study

MPIC Degree Requirements

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

Core Curriculum (20 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 or project relevant to the area of specialization, carried out over one or a series of quarters of study, as PSY-5990: Master's Document.

Elective 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, 4-12 units overall). 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 Master's Document cannot be earned until both Form J (Degree Plan) and Form K (Permission to Register for PSY-5990: Master's Document) have been filed with the Registrar. Each quarter, the Advisor must approve a student's registration for PSY 5990 units.

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

Forms of the Master's Document

1. Thesis as Master's Document

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

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

2. Annotated Bibliography

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

An annotated bibliography might have different purposes:

- Provide a literature review on a particular subject
- Help to formulate a thesis on a subject
- Demonstrate the research you have performed on a particular subject
- Provide examples of major sources of information available on a topic

- Describe items that other researchers may find of interest on a topic

3. Project as Master's Document

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

Recent students' projects have included:

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

Advisement in the MPIC Program

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

Individualized Concentrations

Students opting for the Individualized Concentration collaborate with a faculty mentor to identify courses within the MA Psychology Program, other programs at AULA, or other institutions that contribute to their concentration. Concentration coursework should be thematically linked. For example, a student might design a "Gender and Sexuality Studies" concentration that might include courses such as Human Sexuality, LGBT History and Systems, and elective courses on women, transgender issues, etc. It is important to note that students will be required to name their concentration (limited to 30 characters) and the concentration name cannot reflect an already existing program. Concentrations are 10-16 units of coursework.

Applied Community Psychology Specialization (17 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.

Clinical Psychology

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

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

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

Advanced Seminars - 17 Semester Credits

Complete 17 semester credits in advanced seminars from the options below.

Advanced Seminars

- PY-7190: AdvSem-Health Psychology
- PY-8200: Adv Sem-Brief Psychotherapy
- PY-8210: AdvSem-Intrvntn Chldrn & Adol
- PY-8340: AdvSem-Psyc Test/Eval Infts/Chldrn/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 Psychothrpy
- 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-Attchmnt 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.

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
- 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
- Introduction to Prescribing Authority (RxP)

Graduation Requirements

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

- (1) Completion of 140 graduate quarter credits
- (2) Completion of a one-year residency during the first year in the Psy.D. program
- (3) Passing marks on most recent student Annual Review
- (4) Successful passage of Clinical Competency Exam
- (5) Documentation of 3-10 hours of personal psychotherapy with a licensed mental health practitioner
- (6) Completion of Doctoral Dissertation
- (7) Completion of Social Justice Service Project (Year 1; total 50 hours)
- (8) Completion of Clinical Practicum (Year 2; total 300 hours)
- (9) Completion of Pre-Internship (Year 3 & 4; total 900-1200 hours)
- (10) Completion of Clinical Internship (Year 5; total 1500-2000 hours).

Psy.D. Competencies

The AUS Psy.D. program has adopted the Profession-Wide Competencies (APA, 2017) throughout the program, including the curriculum, clinical training, and dissertation. In addition, the Discipline-Specific Knowledge (APA, 2017) domains in curricular design and implementation.

Clinical Training Sequence (First Year)

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

Social Justice Practicum (Second Year)

The total Social Justice Practicum requirement is 300 hours, 100 of which must be under supervision, and meets the Washington state requirements for practicum experience toward licensure (WAC 246-924-046). Washington State describes a practicum as applied experience obtained while training for the doctoral degree and must occur over at least nine months. All students will initially be placed in the AUS Community Counseling and Psychology clinic and will be required to see 2-5 clients per week under supervision. Upon completion of the 300-hour Social Justice Practicum, students will be ready to begin their Pre-internship-I placement. Pre-internship-I hours can be earned by continued work at the AUS clinic or through a community placement.

Pre-Internship II (Third & Fourth Year)

During Year 3, students will obtain an additional Pre-internship II placement (450 hours). Several Clinical Milestones are scheduled to occur toward the end of Year 3. These include: the Clinical Competency Examination; the optional awarding of the

non-terminal MA degree in Psychology;
the acceptance of the Dissertation Proposal and, following these,
obtaining Internship Eligibility status. Students often use the 4th year
to make progress on their dissertation, complete any additional
required courses and, ideally, complete the dissertation prior to the
beginning of the Clinical Internship.

Clinical Internship (Fifth Year)

The Clinical Internship is an organized 2000-hour full-time (or 20
hour/week part- time over two years) clinical internship training
experience. All students must complete at least 2000 hours of clinical
internship in order to graduate. Students apply to clinical 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-7012: Foundational Clinical Skills
- PSYC-7020: Social Justice & Cultural Competency I
- PSYC-7032: Social Justice & Cultural Competency II

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 (17 quarter credits)

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

Research Courses (12 quarter credits)

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

Interventions Series (9 quarter credits)

The interventions series consists of three theoretical and conceptually-based courses and require concurrent enrollment with Professional Seminars (a supervised clinical experience). These courses are 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 127 credits of clinical training and core courses, students need 13 elective credits to reach the 140 credit degree requirement

- PSYC-7530: Integrated Behavioral Health Psychology
- PSYC-7630: Forensics Psychology
- PSYC-7670: Pediatric Psychology: Best Practices
- PSYC-7680: Clinical Neuropsychology

- PSYC-7690: Introduction to Prescriptive Authority for Psychologists (RxP): History, Research, and Practice

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.

Counseling - Degrees

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 and Ethical Practice
- COUN-6062: Social and Cultural Diversity
- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions
- COUN-6902: Research and Evaluation in Counseling
- COUN-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: 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, counseling theories, diagnosis & treatment, career counseling, group counseling, assessment and testing, research and evaluation, addictions counseling, crisis counseling, couples and family counseling, developmental & trauma-informed art therapy, history & theory of art therapy, techniques & practices in art therapy, art therapy assessments, and art therapy in diverse settings. The Art Therapy Concentration program promotes the development of a professional identity by encouraging an active and continuous examination of one's self as an individual, one's self as an art therapist and professional counselor, and one's self as a social justice advocate. Students are prepared, as art therapists and professional counselors, to work with individuals, groups, and social systems within a multicultural global community to promote mental health and well-being for all.

The program is offered online with three separate, week-long, in-person residencies held on an Antioch University campus. The CMHC, Art Therapy Concentration MA is designed to be either a full-time, 36 month program cohort model, or a part-time, 48 month program cohort model, both with students entering in the fall semester. Students can expect to commit approximately ten hours per class per week to readings, media, assignments, creating art, peer interaction, and class preparation. The program begins with courses introducing the student to the counseling and art therapy professions while also learning and practicing basic art therapy and counseling skills and techniques. During the second year of the program, students continue to develop knowledge through more advanced coursework and practice counseling and art therapy skills through a variety of experiential learning opportunities. The program concludes with an Art Therapy 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 three, 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. The third residency provides students an opportunity to present their art therapy master's projects. Students take the role of art therapy graduate assistant for foundational and group residency art therapy students and develop and lead community art experiences.

Students are required to have access to reliable internet, video, sound, and technology to fully participate in the program. Students are provided with a list of art supplies to have

available during class meetings, which includes conventional two- and three-dimensional materials as well as a digital tablet (such as an iPad) and stylus. 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-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
- COUN-5002: CMHC Residency (*take 3 times*)

CMHC, Art Therapy Concentration Courses

- COUN-6032: Professional Orientation and Ethical Practice
- 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: Art Therapy Master's Project

Clinical Courses

- COUC-5406: Pre-Internship Practicum: Clinical Mental Health Counseling/Art Therapy
- COUC-6402: CMHC/AT Internship & CC Q1-2 (*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

University 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 and Ethical Practice
 - COUN-6122: Addictions Counseling
 - COUN-6422: Couple and Family Counseling
 - COUN-6902: Research and Evaluation in Counseling
- Those admitted to the Post-Master's Certificate in CMHC are eligible to take any electives offered by the CMHC Program at AUNE.*

Clinical Mental Health Counseling, 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 or an affiliate university. 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 offers some sections of each class that include required weekly Zoom meetings and some fully asynchronous sections. 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. Process group occurs during the Group Counseling course. 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 and Ethical Practice
- COUN-6062: Social and Cultural Diversity

- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions
- COUN-6902: Research and Evaluation in Counseling
- COUN-6940: CMHC Capstone Seminar
- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship (*take 2-3 times depending on state licensure requirements*)

Plus Choice of Three Electives - 9 Semester Credits*

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

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

Addictions Electives Include

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

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 MA in Counseling CMHC program acquire comprehensive skills for the practice of counseling in a diverse society. The MA in Counseling 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. The MA in Counseling Program also demonstrates its commitment to the advancement of social justice by preparing counselors to think critically about power, privilege, and multicultural issues in order to best serve clients and communities around the world. We believe that by empowering our students with relevant knowledge as well as clinical and advocacy skills, the requirements of social justice will be served for individual clients and within the larger community. Aspiring to multicultural competence is a lifelong process of examining one's own cultural and social biases, as well as understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. As such, ethical counseling involves the development of clinical skills that (a) facilitate the effective treatment of clients from a variety of cultural contexts, and (b) assist clients to address the impact of privilege and oppression personally and in their relationships. A clear vision of social justice and multicultural global competence are embedded aspects within all CMHC course offerings. This clinical program meets the educational requirements for Washington state licensure in MA in Counseling Clinical Mental Health Counseling as well as the national standards of the counseling

profession and is Counseling Compact eligible program which allows for increased portability based on participating states. The MA in Counseling 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 MA in Counseling 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 MA in Counseling 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

Plan of Study

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
- COUN-5980: Internship Preparation
- COUN-5905: Pre-Internship Practicum Orientation
- COUN-5915: Counseling Practicum 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: Low-residency

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. The low residency CMHC program is currently under provisional review for accreditation 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, global mental health, and mental liberation, the program will also equip students 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 is Counseling Compact eligible program which allows for increased portability based on participating states.

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. Foundational classes meet on Monday mornings, afternoons and evenings. Electives and clinical classes are offered at varying times throughout the week. In addition to the online course work, students will attend two four-day residencies (winter and summer quarters) per academic year. Summer residences are held in gorgeous Seattle, Washington and winter residencies are held in beautiful 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.

Residencies:

Two per year. Four day 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 California.

Current Tuition and Fees

University Tuition and Fees

Plan of Study

First Year:

(All coursework is completed prior to your internship)

- COUN-5030: Family of Origin Systems
- COUN-5080: Counseling Profes & Identity
- COUN-5040: Multicultural Perspectives
- COUN-5180: Ethics and Professional Issues
- COUN-5060: Communication and Counseling Skills
- COUN-5050: Systems Perspectives in Family Therapy
- COUN-5150: Psychopathology

- COUN-5105: Counseling Theories & Practice: Part One

Second Year:

- COUN-5115: Counseling Theories & Practice: Part Two
- COUN-5160: Psychodiagnostics and Treatment Planning
- COUN-5231: Human Growth and Development Across the Lifespan
- COUN-5500: Research Methods: Introduction to Research
- 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
- COUN-5905: Pre-Internship Practicum Orientation
- COUN-5105: Counseling Theories & Practice: Part One
- COUN-5915: Counseling Practicum Preparation

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 (take 1 time for a total of 4 quarters of internship)
- 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: 39 months

Program Overview

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative arts therapy counselor education and supervision. Students who complete the PhD in Counselor Education and Supervision most often go on to achieve positions in higher education as faculty and/or researchers; in community or governmental organizations as clinical supervisors and/or program administrators; or in research positions in public or private mental health sectors. There are also many opportunities for leadership positions within the profession of counseling.

Program Intent and Mission

The PhD in Counselor Education and Supervision at Antioch University Seattle is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. The doctoral program seeks to meet the growing need for highly qualified counselor leaders - advanced counseling practitioners, educators and supervisors - attracting candidates regionally as well as nationally and internationally.

Distinct Curricular Themes

1. A counselor education curriculum that exceeds national standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education program development and outcome evaluation.
2. A multicultural emphasis on leadership and supervision encourages a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
3. A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to "best practices".
4. A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, and creative arts training.
5. A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. Students may also choose experiences which emphasize creative arts therapy for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Program Goal and Objectives

The PhD in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and

e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.
- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

- Objective 7: Creative Arts Emphasis. 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 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 emphasis 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

Plan of Study

Counselor Education Year 1 Core Courses

Required Courses:

- COUN-7000: Academic Writing & Scholarship
- COUN-7200: Advanced Clinical Counseling Theories
- 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

Practicum/Case Consult:

- COUN-7980: Practicum
- COUN-7981: Practicum: Case Consultation

Internship Requirements

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
- COUN-8011: CES Internship Supervision
- COUN-8010X: CES Internship Supervision Continuation (0 credits) continuation as necessary

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 Courses:

- 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.

Counseling - Certificates

Addiction Studies, Certificate

Certificate in Addiction Studies

Location: AU Santa Barbara

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

University Tuition and Fees

Plan of Study

Required Courses

- COUN-5290: Survey of Addiction
- COUN-5701: Substance Use Disorder Law & Ethics
- 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

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

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

Plan of Study

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/e Group Counseling

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

Plan of Study

Multicultural Counseling Courses

Complete 15 quarter credits from courses in the Multicultural Counseling Series

- 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-6650: Person of the Therapist III: Utilization of Self
- COUN-6710: Multicultural Counseling Advanced Seminar
- COUN-5350: Historical and Socio-Cultural Perspectives
- 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

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

Plan of Study

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

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

Post-Master's Trauma Counseling Courses

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

Creative Arts Therapies - Degrees

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 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 (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-5905: Pre-Internship Practicum Orientation
- COUN-5915: Counseling Practicum Preparation
- COUN - 6300-6410 Advanced Theories: Varying Topics (3 credits)

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: Art Therapy Research in Individual and 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

Plan of Study

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
- COUN-5905: Pre-Internship Practicum Orientation
- COUN-5915: Counseling Practicum Preparation
- COUN6300-6380: *Advanced Theories: Varying Subtitles

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
- COUN-5905: Pre-Internship Practicum Orientation
- COUN-5915: Counseling Practicum Preparation

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 Theories: Cognitive Behavior Therapy

- COUN-6380: Adv. Theories: Adlerian Therapy
- COUN-6400: Adv. Theory: Attachment Theory
- COUN-6810: Advanced Theory and Practice in Sex Therapy

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

Couple and Family Therapy, Art Therapy specialization, MA

MA in Couple and Family Therapy: Art Therapy

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-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-5915: Counseling Practicum Preparation
- COUN-5980: Internship Preparation
- COUN-5280: Abusive Relationships

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: Art Therapy Research in Individual and 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

Plan of Study

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
- COUN-5915: Counseling Practicum 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

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 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)

- 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
- COUN-5070: Group Counseling
- 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

- COUN-5915: Counseling Practicum Preparation
- 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)

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

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 32 months of full-time enrollment. The Low-Residency Mode (online w/intensive residencies) is 9 semesters with a summer entry point.

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

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Summer I

- DMT-6410: Foundational Theories of DMT
- DMT-5020: Psychomotor Assessment of Children

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: Introduction to Couples Therapy: Dyadic And Expanded Partnerships
- 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

Creative Arts Therapies - Certificates

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: Classroom

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 a minimum of three years and includes five residencies and 5 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 to qualify for the R-DMT.) 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 Assessment of Children
- DMT-5700: Research and Evaluation in Systemic and Creative Arts Therapies
- DMT-6010: Psychopathology and Treatment Planning: DMT Perspectives
- DMT-6041: Group Work in DMT: Liberatory Practices
- DMT-6200: Social Identities, Power, and Inequities: a Systemic Perspective
- DMT-6220: DMT & Systemic Approaches to Crisis and Trauma
- DMT-6410: Foundational Theories of DMT
- DMT-6500: Advanced DMT Seminar: Professional Identity
- DMT-6951: Case Consultation/ Supervision I Applications
- DMT-6952: Case Consultation/ Supervision II Applications

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)

Current Tuition and Fees

University Tuition and Fees

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)

Relational Therapy - Degrees

Couple and 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: 36 months

Program Overview

The Master's Degree in Couple and Family Therapy prepares students to become socially proficient couple 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- including 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 the responsibility of 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. A total of four in-person residencies are required throughout the three-year program. Required in-person residencies are four days long and take place in fall and spring during years one and two of the program. There is one final two-day online residency in year three in spring with your graduating cohort. Residencies take place on or near the Antioch University campuses, which are located throughout the

U.S. 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

University Tuition and Fees

Plan of Study

Core Courses - 36 Semester Credits

- CFT-5180: Human Sexuality & Sex Therapy
- CFT-5190: Family Studies Through the Lens of Human Development
- CFT-5260: Human Development: Lifespan & Systems
- CFT-5500: Systemic Assessment and Treatment Planning
- CFT-5150: Family Violence and Larger Systems
- 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: Introduction to Couples Therapy: Dyadic And Expanded Partnerships
- CFT-6660: Families and Addiction

Clinical Courses - 16 Semester Credits

Clinical & Internship Courses

Internships consist of a total of 500 direct therapy hours and 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 Internship II
- CFT-6963: CFT Internship III
- CFT-6964: CFT Internship IV
- CFT-6965: CFT Internship V

Elective Courses - 9 semester credits

Students are required to take 9 credits of electives and 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.

- 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
- COUN-5632: Psychopharmacology
- COUN-6132: Process Addictions
- COUN-6142: Social Justice and Advocacy in Addiction Counseling
- COUN-6262: Intgr App Addic Coun
- COUN-5322: Counseling Approaches to Trauma, Grief & Loss
- COUN-6102: Creative Approaches to Trauma-Informed Practice

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 150 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 and Family Therapy, MA

MA in Couple and Family Therapy

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 Elective Series

Required Internship Courses (16 quarter credits)

- COUN-6002: Internship and Case Consultation: Couple And Family Therapy: Quarter 1-4

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 or 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 Population
- CFT-7500: Advanced Clinical Skills and Clinical Ethics
- CFT-7510: Advanced Supervision
- CFT-7920: Adv Rsrch Mth: Prog Eval & App
- CFT-7930: Advanced Statistics
- CFT-7940: Advanced Research Seminar
- CFT-8000: CFT Dissertation Seminar
- CFT-8100: Qualifying Examinations

Clinical Practice - 9 Semester Credits

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

Optional Elective Credits - Students can take 0 to 9 credits]

- CFT-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.

Relational Therapy - Certificates

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 clinical graduate degree in a mental health field but seeks specialized training in Couple and Family Therapy. Combining 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 goals, often allowing certificate students to meet licensure requirements in many states, although state requirements vary. It remains for students to ensure they are eligible for licensing in the specific state(s) in which they intend to practice. This certificate can be completed in a minimum of three semesters to a maximum of ten semesters.

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: Family Studies Through the Lens of Human Development
- 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: Introduction to Couples Therapy: Dyadic And Expanded Partnerships

PhD Level Courses

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

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

Plan of Study

Required Coursework - 12 semester credits

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

Sex Therapy, Certificate

Certificate in Sex Therapy

Location: AU Seattle

Credits for Degree: 20 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-5805: Sex and Relationships
- 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

School of Distance and Extended Education

Welcome to the School of Distance and Extended Education!

The School of Distance and Extended Education (DEE) supports the University's mission to advance social, economic, and environmental justice by enabling educational opportunities online, at off-campus locations, and more generally outside the traditional higher education experience. DEE programs expand the reach of the University beyond our physical classrooms, reaching individuals who otherwise would not have exposure to Antioch.

DEE staff provide training and support to faculty and students in the use of technology that enhances the student learning experience. DEE staff work with the academic programs in the development and delivery of credit-bearing courses, programs, and certificates. We also promote personal enrichment and professional development through non-credit offerings provided through continuing education programs.

Terry Ratcliff, Ed.D.
Dean, Distance and Extended Education

School of Education

Welcome to the School of Education!

Antioch College's first president, Horace Mann, was an abolitionist and social reformer considered the founder of public education in the United States. He believed that a well-educated populace was essential to a strong democracy. Over 170 years later, Antioch University's School of Education (SOE) continues this commitment to education, while deepening, diversifying, and expanding our role as a provider of innovative graduate programs that center equity, inclusion, justice, and societal transformation.

Our mission statement reads: The School of Education nurtures deep, transformative relationships with students, schools, and communities in order to foster diverse, equitable, and inclusive learning. We build coalitions that disrupt existing power structures and imagine new possibilities to advance justice, innovation, and positive change. Further, our Vision is "to advance/create a more just world through caring, collaborative, and transformative education."

The SOE provides graduate programs that meet students' professional and personal goals in context, including PreK - 12 schools and systems, higher education institutions, nonprofit and governmental organizations, and businesses. SOE degree programs and certificates enable learners to serve as teachers and professors, leaders, program and curriculum developers, innovators, thought leaders, consultants, and community organizers and advocates. As described in the Catalog, SOE offers doctoral and master's degrees and professional certificates across a variety of specializations and employs on-campus, field-based, hybrid, and fully remote options. SOE offers classes that are learner-centered, problem-based, experiential, individualized, and hands-on. We stress critical thinking and the interrogation of educational systems that perpetuate inequitable practices and outcomes.

Michael Valdez Raffanti, EdD
Dean, School of Education

Education - Degrees

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?

Foundations of Education, Climate Change & Sustainability Education, M.Ed.

MEd in Foundations of Education: Climate Change & Sustainability 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 Climate Change & Sustainability Education concentration investigates climate change as a socio-scientific issue at the intersection of environment, economy, and equity (the three E's of educating for sustainability) and how we can appropriately integrate climate change & 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: Climate Change & Sustainability Education, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 semester credits

Students must take the following 3 courses - 9 semester credits

- EDT-5500: Critical Skills Classroom Immersion (*taken for 3 credits*)
- EDT-6162: Principles of Sustainability & Climate Change

- EDT-6260: The Developing Mind **or** EDT-5360: Childhood & Nature

Students must take 2 of the following - 6 semester credits

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum

Concentration Courses - 9 semester Credits

- EDP-6160: Real World Sustainability
- EDP-6550: Sustainable Leadership
- EDT-6202: The Nexus of Climate Change & Sustainability Education

Electives - 9 semester credits

Choose from any AU courses as approved by your advisor.

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.

Current Tuition and Fees

University Tuition and Fees

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-6162: Principles of Sustainability & Climate Change

- EDT-6202: The Nexus of Climate Change & Sustainability Education

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 (may also include any AU course or SIS as approved by advisor).

- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDT-5470: Tech Tools for All Learners
- EDC-5280.NE: Ecology of Imagination
- EDC-5501: Integrated Arts I
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDT-5506: Classroom Practice 1
- EDT-5508: Classroom Practice 2
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5500: Critical Skills Classroom Immersion (*taken for 1 or 2 credits*)
- OR**
- EDT-5502: Critical Skills Immersion 1 - Foundations **and** EDT-5504: Critical Skills Immersion 2 - Applications

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 Childhd

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 Childhd
- 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-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-6162: Principles of Sustainability & Climate Change
- 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 (*taken for 3 credits*)

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

Required Concentration Course(s) - 3 semester credits

Complete one of the following options for 3 semester credits.

- **Take the following course:**
 - EDT-5500: Critical Skills Classroom Immersion (*taken for 3 credits*)
- **Or take the following two courses**
 - EDT-5500: Critical Skills Classroom Immersion (*taken for 2 credits*)
 - EDT-5506: Classroom Practice 1
- **Or take the following three courses:**
 - EDT-5502: Critical Skills Immersion 1 - Foundations
 - EDT-5504: Critical Skills Immersion 2 - Applications
 - EDT-5506: Classroom Practice 1

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 STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDT-5470: Tech Tools for All Learners
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDC-5520: Equitable Math Practices
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- EDL-5000: Nature-Based Leadership

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, Teaching and Learning, M.Ed.

MEd in Foundations of Education: Teaching and Learning

Location: AU New England

Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 28 months

Program Overview

The Teaching and Learning concentration is specially designed for teachers who are pursuing or have completed alternative licensure and/or who wish to deepen their skills as practitioners after having completed the licensure process. Specific coursework will be determined based upon student needs as defined by the site-based or alternative licensure process, student reflection, and/or advisor and/or school mentor guidance.

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 MEd in Foundations of Education: Teaching and Learning, 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 - 15 semester credits

Students must complete 15 semester credits among the following concentration courses or other courses as approved by advisor:

- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- ED-5610: Natural History for Early Childhood: Teaching in Winter
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDC-5030.NE: Natural History for Early Childhood
- EDC-5090: Nature-based Early Childhood Curriculum
- EDC-5280.NE: Ecology of Imagination
- EDC-5520: Equitable Math Practices
- EDC-6480: Early Childhood Education Pre-K-3rd
- EDC-6650: Movement & Storytelling Pre-K Classroom
- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDP-5580: Working With Families & Community
- EDT-5470: Tech Tools for All Learners
- EDT-5506: Classroom Practice 1
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- 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
- EDT-5500: Critical Skills Classroom Immersion (*taken for 2 or 3 credits*)
- or**
- EDT-5502: Critical Skills Immersion 1 - Foundations **and** EDT-5504: Critical Skills Immersion 2 - Applications

Capstone Concentration Course - 3 semester credits

Students must take the following capstone course upon completion of at least 27 semester credits of coursework:

- EDT-6906: Teaching and Learning Capstone

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: Classroom Culture & Management
- EDU-5040: Trauma Sensitive Learning Environments
- EDU-5060: Leadership and Well-being: Trauma Informed Supervision

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, Overpopulation, and the Planet

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, Overpopulation, and the Planet

Leadership & Social Justice, MA

MA in Education: Leadership & Social Justice

Location: AU Santa Barbara

Credits for Degree: 45 quarter credits

Standard Mode of Instruction: Classroom, Online, low residency

Standard time to completion: 15 months

Program Overview

The Master of Arts degree is available for educators in Early Childhood Settings, Institutions of Higher Learning settings, community and non-profit organizations as well as teachers returning to complete their Master's level degree.

Students in the Master of Arts in Education with concentration in Leadership and Social Justice (MAE-LSJ) will gain knowledge and skills to create learning communities in all types of organizations. Leaders need to have a critical understanding of organizations as systems in historical and contemporary social contexts. Graduate students will learn to navigate these systems with a critical perspective and to develop creative skills to facilitate change.

The program provides graduate learning experiences that explore:

- Practical theories of organizational change, renewal and reform, particularly in relation to the improvement of schools and other organizations;
- The role of research and the debates that underlie theories, ideologies, and organizational practices;
- Advocacy for a just society;
- An array of theories and skills to create organizations that nurture mutual respect and care;
- Leadership identity and self-directed professional development;
- Historical, sociological, and political analyses of organizational cultures.

Graduate students in the MAE-LSJ program design and complete an in-depth thesis/project in their chosen area of inquiry.

Requirements

- Completion of residency requirement or equivalent (2 full time and 2 part time quarters).
- Successful completion of core MA curriculum and accompanying units
- Successful Completion of Master's thesis/project

Unit Requirement

- 45 quarter units.
- All students complete all core courses, which consist of 35 units.
- The remaining 10 required units consist of elective courses in students' areas of interest and are included in their academic plans, which are approved by faculty advisors in the program.

Elective courses are offered in the Education program, as well as in other graduate programs on campus. Electives may also include student designed independent studies and field practicum with core faculty members or experts in their field of inquiry.

Program Design

The program provides a reflective education to develop leadership skills. Leadership requires both the study of theories and models, and reflective practice. Each of the research courses will focus on applying the material studied in the associated core courses but also on the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups. Students have an opportunity to explore topics of personal and professional interest and to examine their potential roles as leaders in a professional community of learners. Students will have many opportunities to reflect on their own strengths and challenges and to examine their reasoning, values, and interpersonal skills. Participants in this program practice in diverse organizational settings such as child care centers, museums, institutions of higher education, and health settings.

Curriculum Design

The curriculum is designed with one preferred entry quarter each year, beginning in summer. During the first quarter of the program, students enroll in a three-unit introductory course on Social Justice Education along with the other required courses. This first quarter is a full-time intensive experience that includes not only academic courses but also the building of a collegial learning community.

In each of the five quarters, students enroll in one research course. These courses begin with an overview of research practices and build throughout the program as students engage in their own research study. In each of the first three quarters, students also enroll in required leadership courses focusing on organizational change, social reform from historical, sociological, political and current perspectives. These core courses are designed to give all students a solid background and working knowledge of systems theory, organizational change, perspectives on social change, and leadership in educational and organizational reform. During the last two quarters, students elect other courses that meet their professional and academic needs. Throughout the program, as part of the thesis project, students participate in research practicum during which they put into practice what they are learning in the research and theory courses. The practicum can be in a student's place of employment if it supports the application of course content.

In addition to the core curriculum (35 units), students enroll in 10 units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules. Part time residency quarters are 6 to 9 units. Full time residency quarters are 10-15 units.

Students who need to fulfill MAE credential requirements by taking specific courses or by enrolling in Antioch's program for the Clear Credential are expected to take the required courses as part of their elective options.

Thesis Requirement

Candidates in the MAE-LSJ program complete a thesis. The research course sequence prepares students to write the literature review, methods section, data analysis and discussion of their research project. The final degree is conferred upon completion of all requirements described above.

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Quarter 1 (Summer)

- TEP-6300.SB: Social Justice & Educational Reform
- TEP-6360: Exploring Creativity
- TEP-6350: Research Ethics for Human Subjects

Quarter 2 (Fall)

- TEP-6140: Foundations of Educational Research
- TEP-6180: Leadership in Educational Reform

Quarter 3 (Winter)

- TEP-6160: Critical Evaluation of Educational Research
- TEP-6370: Global Perspectives in an Era of Change

Quarter 4 (Spring)

- TEP-6190: Producing & Disseminating Educational Research
- TEP-6410: Inquiry-Based Design & Community-Linked Pedagogy

Quarter 5 (Fall II)

- TEP-6211: Thesis Study

Electives

Student must complete 10 elective units in addition to the above core curriculum.

Thesis

Candidates in the MAE-LSJ program complete a thesis.

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

EdD in Education & Professional Practice: Critical Pedagogy

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop

- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8010: Foundations of Critical Pedagogy

Special Topics

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

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

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Environmental Sustainability Education

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8030: Foundations of Environmental and Sustainability Education

Special Topics

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

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

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Humane Education

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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 and Studies Workshop
- EDU-7500: Leadership for Social Justice
- 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

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

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

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

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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, linguicism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

Anti-racist education directly confronts racist social structures and practices, aiming to address the roots of institutional racism within the structure of educational systems. 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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8040: Foundations of Multicultural and Anti-Racist Education

Special Topics

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

- EDU-8140: Special Topics in Multicultural and Anti-Racist Education I
- EDU-8240: Special Topics in Multicultural and Anti-Racist Education II
- EDU-8340: Special Topics in Multicultural and Anti-Racist Education III

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Self-Designed

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I

- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8000: Foundations (Self-Designed)

Special Topics

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

- EDU-8100: Special Topics (Self-Designed) I
- EDU-8200: Special Topics (Self-Designed) II
- EDU-8300: Special Topics (Self-Designed) III

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Social Emotional Learning

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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

Plan of Study

EdD Core Coursework

Core Courses

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7360: Advanced Research Methods
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

SEL Foundation & Specialization Courses

- EDU-8071: Emotional intelligence for Educational Leadership
- EDU-8072: The Social Emotional Learning Educator
- EDU-8073: Social Emotional Learning Assessment
- EDU-8074: Equity Coaching for Culturally Responsive Social Emotional Learning
- EDU-8075: Evidence-Based Social Emotional Learning Research Project

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Social Justice Leadership

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8050: Foundations of Social Justice Leadership

Special Topics

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

- EDU-8150: Special Topics in Social Justice Leadership I
- EDU-8250: Special Topics in Social Justice Leadership II
- EDU-8350: Special Topics in Social Justice Leadership III

Candidacy and Dissertation Courses

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

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

EdD in Educational and Professional Practice: Waldorf Education

Location: AU Online

Credits for Degree: 60 semester credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 36 months

Program Overview

The Ed.D. program 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 anthroposophy and matters of professional practice that arise in the classroom pertaining to a host of issues such as arts in education, children's cognitive development, parental choice, play in education, technology, student performance, comparative Waldorf education, and curricular issues in math, science, and other subjects.

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

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

- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7500: Leadership for Social Justice
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7400: Pedagogies of Practice
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7350: Action-Oriented Inquiry
- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8060: Foundations of Waldorf Education

Special Topics

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

- EDU-8160: Special Topics in Waldorf Education I
- EDU-8260: Special Topics in Waldorf Education II
- EDU-8360: Special Topics in Waldorf Education III

Candidacy and Dissertation Courses

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

Education - Certificates

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

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-6162: Principles of Sustainability & Climate Change
- EDT-6202: The Nexus of Climate Change & Sustainability Education

Elective Course - 3 Semester Credits

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

- EDP-6550: Sustainable Leadership
- EDR-6200: Practicum-Equity & Change
- EDR-6940: Practicum-Curriculum
- EDT-5500: Critical Skills Classroom Immersion

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

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 STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDP-6630: Educational Advocacy & Leadership
- EDP-6755: Research Topics in Education

- EDT-5470: Tech Tools for All Learners
- EDC-6887: Intro to the Critical Skills Classroom
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDC-5280.NE: Ecology of Imagination
- EDC-5501: Integrated Arts I
- EDT-5506: Classroom Practice 1
- EDT-5508: Classroom Practice 2
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5500: Critical Skills Classroom Immersion (*taken for 1 or 2 credits*)
or
- EDT-5502: Critical Skills Immersion 1 - Foundations **and** EDT-5504: Critical Skills Immersion 2 - Applications

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
- EDUC-6420: Food in Schools and Postsecondary
- EDUC-6470: Edible Education II: Field Application

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 Early Childhood
- 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 (*taken for 3 credits*)
- 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(s) - 3 semester credits

Complete one of the following options for 3 semester credits.

Take one

- EDT-5500: Critical Skills Classroom Immersion (*taken for 3 credits*)

Or take the following two courses

- EDT-5500: Critical Skills Classroom Immersion (*taken for 2 credits*)
- EDT-5506: Classroom Practice 1

Or take the following three courses:

- EDT-5502: Critical Skills Immersion 1 - Foundations
- EDT-5504: Critical Skills Immersion 2 - Applications
- EDT-5506: Classroom Practice 1

Problem Based Learning / Critical Skills Courses - 12 semester credits

Complete 12 credits selected from the following courses:

- EDC-6555: Place-Based Teaching and Learning
- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDT-5470: Tech Tools for All Learners
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- EDC-5520: Equitable Math Practices
- EDL-5000: Nature-Based Leadership

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

Sexuality Education, Certificate

Certificate in Sexuality Education

Location: AU Seattle

Credits for Degree: 20 quarter credits

Standard Mode of Instruction: Low-residency

Standard time to completion: 12 months

Program Overview

Our Certificate in Sex Education is designed for students, alumni, and community members who hold a Bachelor's Degree-or-higher in Education or Equivalent field to broaden their educator skills specific to delivering content around and promoting sexual health.

Antioch's certificate has been developed for currently enrolled students and post-graduate professionals to meet the minimum education credit requirements to achieve certification as a sexuality educator as issued by the **American Association of Sex Educators, Counselors, and Therapists** (AASECT). Antioch University Seattle is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU) and students will receive up to 200 hours of Continuing Education Credits during the course of the program.

This certificate program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT). Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@aasect.org.

Admission Requirements

- Online application form
- Transcript
- Recommender
- Curriculum Vitae or Resume
- Personal statement
- Provide proof of either: Current enrollment in an AUS Masters in Education, OR Couple and Family Therapy or Clinical Mental

Health Counseling program; Psy.D. in Clinical Psychology; or PhD in Counselor Education and Supervision; at Antioch University or equivalent institution OR Bachelors-Masters- or Doctorate-level degree in education OR a clinical mental health-related field Attend orientation with a certificate advisor and/or faculty prior to enrollment in the certificate program; sign acknowledgment of sexual conduct and ethics and grievance policy.

Applicants to the Certificate in Sex Education may waive credits for course equivalencies.

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Certificate Coursework (20 total quarter credits)

Equivalent coursework will be reviewed on a case-by-case basis and may be applied for transfer equivalency and waived from the required course list.

- COUN-5240: Human Sexuality
- EDUC-5830: Fundamentals of Sexuality Education
- COUN-5471: Diversity in Sexual Expression
- COUN-6800: Sexual Attitude Reassessment (SAR)
- EDUC-6120: The Pedagogy of Sexuality Education
- COUN-5910: Special Topics in Sexuality
- EDUC-6832: Sexuality Educator Practicum

Teaching and Learning, Certificate

Certificate in Teaching and Learning

Location: AU New England

Credits for Degree: 15 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 20 months

Program Overview

The Certificate in Teaching and Learning is specially designed for teachers who are pursuing or have completed alternative licensure and/or who wish to deepen their skills as practitioners after having completed the licensure process. Specific coursework will be determined based upon student needs as defined by the site-based or alternative licensure process, student reflection, and/or advisor and/or school mentor guidance.

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 Teaching and Learning, students must successfully complete a total of 15 credits as outlined below:

Certificate Courses

Students must complete 12 semester credits selected from the following courses or other courses as approved by advisor:

- ECE-6250: Learning Environment As Third Teacher
- ECE-6350: Making Learning Visible
- ED-5610: Natural History for Early Childhood: Teaching in Winter
- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL

- EDC-5030.NE: Natural History for Early Childhood
- EDC-5090: Nature-based Early Childhood Curriculum
- EDC-5280.NE: Ecology of Imagination
- EDC-5520: Equitable Math Practices
- EDC-6480: Early Childhood Education Pre-K-3rd
- EDC-6650: Movement & Storytelling Pre-K Classroom
- EDC-6820: Building Inclusive Learning Communities
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDP-5580: Working With Families & Community
- EDT-5470: Tech Tools for All Learners
- EDT-5506: Classroom Practice 1
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM
- 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
- EDT-5500: Critical Skills Classroom Immersion (*taken for 2 or 3 credits*)
or
- EDT-5502: Critical Skills Immersion 1 - Foundations **and** EDT-5504: Critical Skills Immersion 2 - Applications

Capstone Course - 3 semester credits

Students must take the following capstone course upon completion of 12 semester credits of coursework:

- EDT-6906: Teaching and Learning Capstone

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: Classroom Culture & Management
- EDU-5040: Trauma Sensitive Learning Environments
- EDU-5060: Leadership and Well-being: Trauma Informed Supervision

Teacher Education - Degrees

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

Teacher Education - Certificates

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 complete an 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

Complete an 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

Endorsement Options: 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: Librarians As Curric & Assessmt Leaders
- 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: Librarians As Curric & Assessmt Leaders

- 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: Librarians As Curric & Assessmt Leaders

Waldorf Education - Degrees

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, 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, 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*)

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-6672: Kairos Institute I
- EDP-6512: Kairos Institute II

Plus required Waldorf Workshops - 0 semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

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*)

Waldorf Education - Certificates

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-6672: Kairos Institute I
- EDP-6512: Kairos Institute II

Plus required Waldorf Workshops - 0 Semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

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.

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 1 Classes. Please consult with faculty upon application for admission.*

This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the 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
- 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

School of Environment & Sustainability

Welcome to the School of Environment & Sustainability!

The School of Environment & Sustainability visionary, pragmatic leaders in a collaborative setting grounded in academic excellence and the principles of environmental justice and sustainability. As the home of the oldest program in environmental studies in the United States, it remains an innovator in environmental thinking. The School of Environment & Sustainability integrates the natural sciences, social sciences, and the humanities to focus on social and environmental justice through resource management, education, conservation, and community partnership. Inquiry-based service learning and research are Antioch's essential tools for engaging in local, regional and international environmental challenges.

Our geographical range gives students an opportunity to engage with diverse communities, systems, and ecologies in programs that lead to advanced degrees to support careers in environmental leadership. Programs in conservation biology, resource management and conservation psychology, with certificates in global information systems, food justice, leadership and climate resilience prepare graduates for meaningful work for a sustainable future. Programs in urban environmental leadership allow students to engage in community based scholarship and action for sustainable and equitable outcomes. Our doctoral program supports immersion in research questions that arise from integrating professional experience and scholarship. Faculty in the School of Environment & Sustainability are committed to building skills and knowledge through student-centered experiential learning. You'll find our faculty working alongside students in the field and in the classroom, digging soil pits, mapping forest composition, tracking wildlife, writing regulatory policies, developing advocacy campaigns, and teaching.

Benjamin S. Pryor, Ph.D.
Dean, School of Environment & Sustainability

Environmental Studies – Degrees

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

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed fully virtually, through online learning, or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental 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);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

All ES MS concentrations have the same set of core course options, except the MS Science Teaching and Learning Concentration, 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

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-6010: Political Economy & Sustainability

Earth Systems Options

- ESC-5720: Earth Systems & Climate Change
or
ESC-5725: Earth Systems & Climate Change I and ESC-5728: Earth Systems & Climate Change II

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-6965: Professional Internship Capstone

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

Standard time to completion: 36 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed fully virtually, through online learning, or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental 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);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

All ES MS concentrations have the same set of core course options, except the MS Science Teaching and Learning Concentration, 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

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-6010: Political Economy & Sustainability

Earth Systems Options

- ESC-5720: Earth Systems & Climate Change
- or**

*ESC-5725: Earth Systems & Climate Change I and ESC-5728:
Earth Systems & Climate Change II*

Concentration

Requirements - 6 Semester Credits

- ESS-5630: Conservation Biology
and
- ES-5191: Environmental Data Analysis
or
- ES-7270: Research Strategy I - Quantitative (*advisor approval is needed to register for doctoral-level courses*)

Selection from Methods and Skills courses - 15 Semester Credits

Choose from any course designated as "methods or skills."

*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 Semester Credits

- ES-6960: Professional Internship

Capstone Project or 2nd Internship - 3 Semester Credits

- ES-6990: Master's Project / Thesis
OR
- ES-6000: Collaborative Service Init-Capstone Project
OR
- ES-6965: Professional Internship Capstone

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

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed through on campus and field studies courses; fully virtually, through online learning; or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental 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);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

All ES MS concentrations have the same set of core course options, except the MS Science Teaching and Learning Concentration, 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

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-6010: Political Economy & Sustainability

Earth Systems Options

- ESC-5720: Earth Systems & Climate Change

or

ESC-5725: Earth Systems & Climate Change I **and** *ESC-5728: Earth Systems & Climate Change II*

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-6965: Professional Internship Capstone

Environmental Studies, Science Teaching and Learning, MS

MS in Environmental Studies: Science Teaching and Learning

Location: AU New England

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom, Fieldwork

Standard time to completion: 21 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.

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/internship the student plans to complete;
3. 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

Required Course- (3 semester credits)

- ESC-5720: Earth Systems & Climate Change

Choose 2 out of 3 courses from the following - (6 semester credits)*

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-6010: Political Economy & Sustainability

**Optional - Selection of a third course may be used to fulfill concentration or skills credits below.*

Concentration Requirements - 18 Semester Credits

- ESE-5200: Science Teaching Methods
- ESE-5210: ProbSolv/Inq Basd Sci Teach
- ESE-5360: Foundations Science/Environmental Educ
- ESE-5440: Curriculum Design
- EDT-6260: The Developing Mind
- ESE-5442: Transformative Teaching and Leadership

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

The purpose of the internship is to provide you with practical field experience in teaching and learning as needed. Meetings or classes will reflect on your field experience to provide logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore issues related to school culture, 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. In person, out in field of study, including non-clinical internships - Non classroom environment, applied learning, IS - Independent Study: Student/instructor designed content, only offered 1:1

- ES-6922: Internship in Science Teaching and Learning **
***Independently sought at various eligible schools & fulfilled in conjunction with Advisor supervision.*

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

Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed fully virtually, through online learning, or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental 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);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

All ES MS concentrations have the same set of core course options, except the MS Science Teaching and Learning Concentration, 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 this MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-6010: Political Economy & Sustainability

Earth Systems Options

- ESC-5720: Earth Systems & Climate Change
or
ESC-5725: Earth Systems & Climate Change I and ESC-5728: Earth Systems & Climate Change II

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-6965: Professional Internship Capstone

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.

The LMSS curriculum pathway can meet the requirements for the Professional Science Master's (PSM) designation based on the courses

the student selects. The required courses below consist of 4 of the 18 required STEM credits and 13 of the 12 required PLUS credits for PSM designation. LMSS students would need to ensure their elective courses include 14 additional STEM credits. LMSS students obtain the required PLUS course credits in their required courses. In addition, an LMSS student would need to take an additional course to meet the STEM credit requirement for PSM.

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Required Courses (20 Semester Credits)

- ESS-5780: Principles of Sustainable Systems
- ESC-5440: Leadership for Change
- ESC-6010: Political Economy & Sustainability
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESC-5725: Earth Systems & Climate Change I
- ES-5310: Principles of Organizational Management
- ES-5312: Introduction to Financial Management and Budgets
- ES-5030: Environmental Dispute Resolution
- ES-5240: Proposal Writing & Project Management

Electives (10 Semester Credits)

Students will select their electives with guidance and consultation from the academic advisor. The student can choose from all of the courses offered in the Antioch School of the Environment Master's degree programs. Examples of courses include:

- Regeneration and Sustainable Development, Climate Migration
- Climate Impacts Communication
- Facilitation, and Stakeholder Capacity Building
- Climate Impacts Vulnerability and Adaptation Planning
- Zero Waste Strategies
- Energy Resilience
- Watershed Science & Management

- Wetlands Ecology
- Policy Advocacy: Climate Change, Stewardship and Land Protection Techniques
- Global Cultural Awareness
- Participatory Action Research
- Geographic Information Systems (GIS)
- and available field trips.

Capstone Course (3 Semester credits)

- 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

Standard time to completion: 20 months

Program Overview

The Sustainable Development and Climate Change (SDCC) is a trans-disciplinary program of study that prepares students to take a leadership role in marshaling and coordinating the required resources to address the complex environmental challenges of a changing landscape in the context of a changing climate. Students will take courses in science, policy, and management and communication to develop proficiency in system understanding, embracing and navigating complexity, just and equitable solutions, along with building a strong professional network. Students will work closely with their advisor to select electives that will help meet their professional and academic goals.

The SDCC curriculum pathway can meet the requirements for the Professional Science Master's (PSM) designation based on the electives the student selects. The required courses below consist of 7 of the 18 required STEM credits and 9 of the 12 required PLUS credits for PSM designation. SDCC students would need to ensure their elective courses include 11 additional STEM credits and 3 additional PLUS credits.

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Required Courses (22 Semester Credits)

- ESS-5780: Principles of Sustainable Systems
- ESC-5440: Leadership for Change
- ESC-6010: Political Economy & Sustainability
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESC-5725: Earth Systems & Climate Change I
- ES-5310: Principles of Organizational Management
- ES-5312: Introduction to Financial Management and Budgets
- ES-6012: Regeneration and Sustainable Development

Electives (14 Semester Credits)

Students will select their electives with guidance and consultation from the academic advisor. The student can choose from all of the courses offered in the Antioch School of the Environment Master's degree programs. Examples of courses include:

- Dispute Resolution, Climate Migration
- Proposal Writing & Project Management
- Climate Impacts Communication
- Facilitation, and Stakeholder Capacity Building
- Climate Impacts Vulnerability and Adaptation Planning
- Zero Waste Strategies
- Energy Resilience
- Watershed Science & Management, Wetlands
- Policy Advocacy: Climate Change
- Stewardship and Land Protection Techniques
- Global Cultural Awareness
- Participatory Action Research
- Geographic Information Systems (GIS)
- and available field trips

Internship (3 Semester Credits)

Complete one of the following internships for 3 credits

- ES-6000: Collaborative Service Init-Capstone Project
or

- ES-6960: Professional Internship

Capstone Course (3 semester credits)

- 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 with a Concentration in Leadership and Management of Sustainable Systems (LMSS) - 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

Plan of Study

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: Zero Waste Strategies
- ESPE-5615: Energy Resilience
- 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 (*Must be Master's Project with Organization to qualify for PSM*)

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 with a Concentration in Leadership and Management of Sustainable Systems (LMSS) - 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

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 - Certificates

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
- ES-5090: Fact or Fiction: The Science of Misinformation

Climate Resilience, Certificate

Certificate in Climate Resilience

Location: AU New England

Credits for Degree: 9 semester credits

Standard Mode of Instruction: 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)

- ES-5820: Climate Impacts: Vulnerability and Adaptation Planning
- ES-5830: Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building

Complete one from the following:

- ESC-5725: Earth Systems & Climate Change I
- ESC-5720: Earth Systems & Climate Change
- ES-7030: Global Environmental Change

Elective Courses (2 Semester Credits)

Complete 2 credits from the options below:

- ES-5860: Climate Justice and Equitable Adaptation

- ES-5850: Climate Response: Costs and Financing
- ESP-5100: Policy Advocacy: Climate Change
- ES-5840: Business Resilience and Continuity
- ES-5870: Climate Change: Public Health
- ES-5750: Special Topics
- ES-5171: Justice, Equity and the Environment

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

Plan of Study

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 Environmt

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

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: Civic Participation & Sustainable Communities

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

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

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: Zero Waste Strategies
- ESPE-5615: Energy Resilience

Urban Environmental Education

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: 18 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-6231: Leadership & Reform: Non-Profit Management for Administration & Leadership
- EDUC-6220: Equity, Race, Culture and Environment Theory and Practice
- EDUC-6351: Leadership & Reform: Policy-Making, Engagement, and Action in Environmental 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: Inquiry Proposal
- EDUC-6270: Participatory Action Research Theory: Inquiry Development
- EDUC-6271: Inquiry Series Practicum III

- EDUC-6280: Inquiry Report Legacy Project
- EDUC-6281: Inquiry Series Practicum IV

School of Undergraduate Studies

Welcome to the School of Undergraduate Studies!

For more than 50 years, Antioch's undergraduate programs have helped students complete a bachelor's degree, allowing them to advance their education and careers and engage more deeply in their communities and fields of study. We believe strongly in building effective communication and critical thinking skills in every learning opportunity, and fully embrace Antioch's mission to empower students in their quest for meaningful lives and the advancement of social justice in all its forms.

The School of Undergraduate Studies offers a broad array of subjects including addiction studies; business, entrepreneurship, leadership, & management; child development & education; communication & media; creative writing; environmental and urban studies; global & social justice studies; health counseling & psychology; human services administration; liberal studies; psychology; queer studies; and spiritual studies. Students can also choose to apply their career and technical education into various applied fields of study including applied arts & media, and applied technology & business leadership.

We take pride in our commitment to creating an antiracist and inclusive curriculum as well as multiple ways for students to achieve their learning and educational goals, including classroom based learning in person and via live remote video conferencing, asynchronous online offerings, and hybrid options. Students can attend classes at our Los Angeles, Santa Barbara, and Seattle campuses, or from anywhere on the globe.

Undergraduate programs also include many opportunities for students to use their outside learning from work, volunteer, and personal experiences towards credit in the form of independent studies, internships, and prior learning, as well as to fast track into Antioch graduate programs.

In these difficult times in our nation and our world, it is hard not to be dramatic about the need for an Antiochian education that demands a

relentless pursuit of social justice, critical inquiry, innovation, and deep caring. We welcome your engagement in these important efforts!

MeHee Hyun, Ph.D.
Dean, Undergraduate Studies

Undergraduate Studies Academic Standards and Practices

Whereas academic policies are established at and apply across all programs at the university, this section describes specific practices used in the School of Undergraduate Studies to support the success of our students and guide instruction in Antioch University undergraduate programs. Additional information specific to each individual academic program is found in the handbooks and shared sites of each program; students are made aware of these through the orientation process and can contact their program offices for more details. Students are advised to familiarize themselves with the information in this section and in the resources specific to their programs.

Undergraduate Learning Objectives and Academic Standards

Antioch University's mission calls for programs to create learning opportunities that empower students with the tools and framework needed to engage in the complexities of today's diverse societies. Antioch's undergraduate programs take up this charge further by pursuing a set of learning objectives that allow for a consistent means of assessing and reflecting on our progress and success.

School and Program Learning Objectives

When a student pursues an undergraduate degree at Antioch University, there are certain learning goals that faculty agree should be prioritized no matter how students focus their studies. Faculty in the various undergraduate degree programs have created common program objectives that therefore apply across the School of

Undergraduate Studies. These shared program objectives inform how faculty develop and update the curriculum and also ensure that no matter what undergraduate degree a student earns from Antioch, their learning will reflect the mission and values of the School of Undergraduate Studies. These common objectives include the following:

Students in Undergraduate Studies develop the ability to:

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

In addition to these undergraduate program learning objectives, each course, workshop, independent study, and internship also centers on learning objectives established by the instructor and stated in the syllabus and on the final Student Learning Evaluation form. The instructor designs course standards and expectations in accordance with the Antioch mission and purpose as well as the School of Undergraduate Studies learning objectives. The classroom instructor has authority and responsibility for the content and expectations of the course or other learning activity. The Undergraduate Curriculum Committee and the Dean are responsible for oversight of the curriculum.

Academic Advising and Degree Planning

The advisor-student relationship is a cornerstone of Antioch's approach to individualized student learning. Students are encouraged to take full advantage of this unique level of support.

Upon enrollment, each student is assigned an academic advisor to assist with degree/program planning, course selection, academic progress, academic support resources, internship placements, prior

learning, graduate and postgraduate study options, career pathways, and problem-solving. Academic advisors may communicate with advisees by email, phone, electronic videoconferencing, and/or in person.

Advisors assist students in meeting University academic requirements and understanding University and program procedures, although students are responsible for reading and following procedures and policies published in this Catalog and in additional University publications.

Classroom Learning

Antioch University's undergraduate programs offer multiple course modalities for students to engage in learning. These include synchronous (real-time) classes held on campus or via remote video conferencing as well as asynchronous class formats.

The campus-based undergraduate programs (in Los Angeles, Santa Barbara, and Seattle) primarily conduct classes using synchronous methods, whether meetings are held in person or via remote video conferencing (Zoom), although some asynchronous and hybrid offerings are also available. Asynchronous classes are structured learning opportunities, with each class allowing completion of course assignments during certain timelines within the term. Fully online asynchronous programs are available through Distance and Extended Education (Antioch Online). All classes use Antioch's Learning Management System, Sakai, for sharing course materials, conducting discussions, and/or submitting assigned work.

Synchronous classes are offered for three or four credits and typically meet for anywhere from two and a half to three hours per session. One- to three-credit Intensive workshops, classes, and seminars may meet for one to three full days. Asynchronous classes are typically offered for three credits.

The School of Undergraduate Studies follows best practice in higher education in terms of expectations for student effort for earning academic credit. Minimum hours expected for each learning activity use the following metric:

- 1 quarter credit = 33 clock hours of student work
 - *Example: a 3-unit quarter-based course has an expectation of approximately 100 hours, 30 of which would be classroom hours in a synchronous course*
- 1 semester unit of credit = 50 clock hours of student work
 - *Example: a 3-unit semester-based course has an expectation of approximately 150 hours*

Non-Classroom Learning: Independent Studies, Internships, and Prior Learning

Antioch's undergraduate curriculum often supplements classroom learning with the opportunity to earn credit in non-classroom learning activities, which can include independent studies, internships, and prior learning. Students work with their advisors and/or non-classroom learning coordinators to build non-classroom studies as applicable into the student's degree plan in a way that furthers the student's educational goals and career aspirations. All non-classroom learning activities require the participation of an appropriately qualified evaluator who must be approved by the program. Students are strictly prohibited from providing remuneration to their evaluators under any circumstances.

Undergraduate students in the campus-based programs can choose from a rich mix of non-classroom learning options through independent studies, internships, and prior learning. Students in these programs may pursue independent studies in subjects that are not offered in the classroom. Internships provide opportunities for hands-on learning in field-based sites that are approved through Antioch. The prior learning process provides students the opportunity to demonstrate and earn credit for learning acquired previous to Antioch enrollment through a process supported by the program and involving faculty review.

The fully online asynchronous bachelor's programs are course-based, but do also provide the opportunity for students in these programs to earn credits through prior learning.

Further program-specific information for non-classroom learning can be found in the program-specific handbooks and/or resource sites.

Narrative Evaluations and Grade Equivalents

Narrative evaluations are at the core of Antioch University's evaluation process; all Antioch courses and other learning activities are evaluated through a narrative assessment written by the instructor at the end of the term. This process affirms the belief that a more meaningful and useful evaluation than a simple letter grade 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 a detailed, thoughtful assessment of the student's learning with specific reference to course and program objectives articulated in the syllabus. These narrative assessments become a part of a student's permanent academic record. This method of evaluation reflects Antioch's philosophy and pedagogy that emphasize individualized student learning, providing students with a personalized assessment of their learning for every course, identifying areas of opportunity for growth, and highlighting their significant accomplishments. The emphasis is not on competition among students nor the simplistic achievement of a letter grade.

However, we recognize that students increasingly feel the need to provide letter grade information in order to be reimbursed for tuition by their employer, to apply for certain grants or scholarships, or for admission to graduate programs that require letter grades and/or their equivalents. Due to these external forces, the Antioch undergraduate programs do keep track of letter grade equivalents (LGEs) for every eligible learning activity so that in the case that a student needs a letter grade equivalent or GPA equivalent, it can be generated by the Office of the Registrar. (For students in any undergraduate program, grade equivalents are not available for internships, prior learning, or 0-unit courses.)

With this in mind, in addition to these narrative descriptions of student learning, faculty assign letter grade equivalents for all undergraduate learning activities that are archived for use if students need them. This

"grade equivalent" is an assessment of the entirety of a student's course participation and demonstrated learnings determined at the end of the term. These grade equivalents by default remain hidden unless the student requests to see them. Students may submit a form through the Registrar's Office requesting that the grade be made visible on the narrative evaluation. Whether or not a student chooses to request this, letter grade equivalents will be archived for future use if needed. Letter grade equivalents never appear on the student's transcript.

The letter grade equivalents being used for undergraduate learning are as follows:

Letter Grade Equivalent	Points	Description
A	4.0	Work overall is exemplary, highly creative, original, or significant; Excellent understanding of key ideas, as demonstrated through explanations and applications supplied in written assignments, discussions, and other forums; Work is theoretically sophisticated and displays mastery of course methods, techniques, and skills
AB	3.5	Work accomplishes a level between the descriptions corresponding with A and B.
B	3.0	Work overall is solid, comprehensive, and/or well written but does not stand out. Student solidly fulfilled the course requirements and integrated the course material in an effective manner; Demonstrates above average understanding of concepts.
BC	2.5	Work accomplishes a level between the descriptions corresponding with B and C.
C	2.0	Work overall shows average but not outstanding comprehension of concepts; Written work was adequate in content and writing style; Student

		fulfilled course requirements, and integrated course material as required.
D	1.0	Work overall is written or executed at a below-average level. Displays weak comprehension of concepts and theories
F	0	Student has not submitted the required assignments, participated adequately in the course, or in other ways failed to meet the requirements for engagement in the course; Displays no satisfactory comprehension of concepts and theories

Overall Grade Point Average (GPA) Equivalent

Students may request the calculation of an overall Grade Point Average (GPA) equivalent at any time. The GPA equivalent is calculated by the Office of the Registrar, based on performance in all non-exempt activities that a student engaged in as part of her or his degree. It does not include learning activities that were recorded as an Incomplete or Administrative Withdrawal. The GPA equivalent calculation does include No Credit coursework and learning activities for which Incomplete was awarded and later converted to a No Credit. If a student repeats a course for which they earned No Credit and if the student earns credit during this subsequent enrollment, only the Credit Awarded grade equivalent is used in the calculation of the GPA equivalent.

Transfer Credit

Overview

The Antioch University transfer credit policy is aimed at facilitating the transfer of students and credits from a previous college or university to Antioch. The policy seeks to assure maximum utilization of credits earned previously, and is consistent with current and best practices in higher education.

Antioch University has adopted the three criteria of quality, comparability, and applicability for evaluating transfer credits, as articulated in the 2001 Joint Statement on Transfer and Award of Academic Credit, developed by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation:

1. The educational quality of the learning experience which the student transfers;
2. The comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and
3. The appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

Antioch University does not charge transfer credit evaluation processing fees.

Process of determining Transfer Credit Eligibility and Equivalency

Initial determinations of transfer credit eligibility and equivalency are made by the Office of Admissions or the academic department. A course-by-course evaluation of the student's transcript is performed after reviewing the previous institution's accreditation. Information used to evaluate courses for transfer include course codes, course titles, course descriptions, program descriptions, and any current articulation agreements between Antioch and the previous institution. Coursework deemed acceptable will be initially posted to the student's permanent University record and then validated and approved by the Office of the Registrar upon the student's enrollment and the final submission of official transcripts.

Transfer Credit Guidelines

The School of Undergraduate Studies has established general transfer credit policies that apply across programs, while respecting individual programs' needs to determine particular details of implementation within these parameters. While specific guidelines and decisions to

accept transfer credits rest with each degree program, all campuses/units must adhere to the following minimum policies:

1. Applicability of Transfer Credits

- Antioch University accepts for transfer only academic credits applicable to the degree requirements of the program the applicant is entering.

2. Eligible Transfer Credits

- The following transfer credits are eligible for consideration as transfer credit, if taken for academic credit at the originating institution. Credits taken as continuing education units (CEUs) or on an audit basis do not qualify for transfer credit.

A. Credits from institutions accredited by one of the six regional accrediting agencies recognized by the U.S. Department of Education. These six regional accrediting bodies are:

Middle States Association of Colleges and Schools
New England Association of Schools and Colleges
Higher Learning Commission
Northwest Commission on Colleges and Universities
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

And:

Credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) and/or Department of Education.

B. Learning demonstrated through equivalency examinations (CLEP, DANTEs/ DSST, ACT, PEP, etc.) that have been evaluated by the American Council on Education (ACE). Antioch awards lower-division credits for qualifying CLEP and DSST scores following American Council on Education (ACE) recommendations.

C. Learning demonstrated through portfolios that have been evaluated by Council

on Adult and Experiential Learning (CAEL) and are listed on an ACENET transcript.

D. Learning demonstrated through College Board Advanced Placement (AP) examinations: Antioch University campuses/units use the College Board recommendations to determine the number of credits awarded for a range of credit-granting AP scores.

E. Credits on military transcripts per guidelines established by the American Council on Education (ACE) for the crediting of military experience.

F. International Baccalaureate (IB): Scores of 5 or higher.

G. Credits earned through concurrent registration.

Courses taken concurrently at another institution may be applied toward fulfillment of degree requirements if the following criteria are met:

- i. Students have met with their academic advisor to discuss their academic plan and have obtained their advisor's and department chair's approval on the course content.
- ii. The Office of the Registrar has approved the course's eligibility for transfer to AU.

H. Credit from international institutions: Typically, foreign transcripts must undergo, at the applicant's expense, an evaluation by a specialized transcript evaluation Service approved by Antioch. Credits for work from foreign institutions of higher learning may also be eligible for transfer based on an evaluation by the Registrar in consultation with the academic program, provided the credits meet standards and guidelines adopted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

3. Ineligible Transfer Credits

- The following are generally not eligible for consideration as transfer credit:
 - A. Credits completed at institutions not accredited or approved as indicated above are generally not available for transfer. Exceptions must be approved by the academic unit head on a course-by-course basis, employing the three criteria of quality, comparability, and applicability.
 - B. Credits completed at other institutions that have been applied to a completed degree are not eligible for transfer credit for a degree at the same academic level.
 - C. Credits from institutions with candidacy for accreditation. Antioch accepts credit for transfer only if the credits were earned at a time when the school was accredited.
Exception: A student holding a Registered Nurse (R.N.) degree from a National League of Nurses-approved program may be eligible for undergraduate transfer credit despite lack of regional accreditation.

Transfer Credit Evaluation Practices

1. An official transcript from another institution or approved agency is the only basis for awarding transfer credits on the Antioch University student record. A transcript is considered official if:
 - received in hard-copy, contains the official imprint of the Registrar's Office of the sending institution, and is in a sealed envelope, or:
 - delivered electronically to the Office of the Registrar's or the Admissions Office through a secure portal.
2. Unofficial transfer credit evaluations may be made from unofficial materials supplied by the student. No credit will be awarded from these documents, and the unofficial evaluation is subject to change upon receipt of the official document.
3. Students wishing to transfer credit may be required to supply additional documentation (catalog or course description from the other institution) to the Antioch faculty and/or Registrar.

4. Only academic courses applicable to the degree requirements may be accepted for transfer credit.
5. Only undergraduate courses with a minimum grade of "C" or better (or equivalent to "C" or better if the other institution operates on a non-graded system) are eligible for transfer.
 - Antioch University accepts undergraduate transfer credit(s) for courses completed with a Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C.
6. The number of permitted transfer credits must be consistent with University policy as well as any relevant state policies or guidelines in the state in which that campus is operating.
 - For Undergraduate Programs, no more than 75% of the credits in the degree may be awarded for any combination of transfer credit and prior learning.
7. Antioch University applies the following credit hour equivalencies:
 - To convert transfer credits to quarter credits the following formulas are used:
 - # of semester credits $\times 1.5 =$ # of quarter credits, or
 - # of trimester credits $\times 1.5 =$ # of quarter credits.
 - To convert transfer credits to semester credits the following formulas are used:
 - # of quarter credits $\div 1.5 =$ # of semester credits, or
 - # of trimester credits $=$ # of semester credits.
 - Fractions are rounded down to the nearest half-unit.

Liberal & Disciplinary Studies – Degrees

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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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 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 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.

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: Applied 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 Online

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

All undergraduate AU Online degrees 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

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

Professional Core Curriculum

- 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

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

Applied Fieldwork/Experiential Learning

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

- PRO-4970: Senior Project

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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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 core courses,
 - 9 units of Applied Studies Seminars,
 - 1 unit of APS Seminar Capstone, plus
 - 8 units of upper division nonclassroom 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

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-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 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.

Current Tuition and Fees

University Tuition and Fees

Major Core Coursework (Choose 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 (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 Tech & Business Leadership

Location: AU Online

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

All undergraduate AU Online degrees 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

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

Professional Core Curriculum

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

Professional Seminars

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

Applied Fieldwork/Experiential Learning

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 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.

Additional Program Requirements:

- 27 units of lower division transfer units in a cohesive area, and
- 27 units of upper division at Antioch that include:
 - 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:

- 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
- BUS-3300: Business Finance
- BUS-3310: Business Planning and Development
- BUS-3360: The Business of Lean Entrepreneurship Manifestation
- BUS-3390: Non-Profit Advancement
- BUS-3400.LA: Nonprofit Program Design and Evaluation
- BUS-3560.LA: Case Studies in Business Ethics
- BUS-3580: Triple Bottom Line Accounting & Management
- BUS-3585: Management Best Practices
- BUS-3590: Consumer Behavior Why We Buy
- BUS-3610: Global Economics
- BUS-3631: Global Strategic Management and Leadership
- BUS-3730: Technology & Business
- BUS-3741: Organizational Strategy and Development
- BUS-3760: Sustainable Business Practices

- BUS-3820: Intersectional Leadership Coaching
- BUS-3830A: The Psychology of Consumer Behavior: Why We Buy
- BUS-3900: Social Media Marketing
- BUS-4010: Foundations of Business Practice
- MAT-3300: Business Finance
- MGT-3241: Business Of: Topic
- MGT-3621: Management in the Multicultural Workplace
- MGT-3660: Management in the Multicultural Workplace
- MGT-3681: Management: Best Practices
- MGT-3850: Quality Management
- MKT-3020: Web Analytics
- MKT-3550: Principles of Marketing
- SCI-3860: Systems & Systems Thinking
- URB-3130: Autonomy, Sustainability, Justice: Community Organizing in LA

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.

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: Applied 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

Environmental Studies, Sustainability and Sciences, BS

BS in Environmental Studies, Sustainability, and Sciences

Location: AU Online

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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

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

Major Electives

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)

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

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. 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 credit

- LIB-3010: Liberal Studies Seminar
- WRTG-4050: Writing in Academic Contexts
- LIB-3020: Power, Privilege & Oppression
- WRTG-4060: Inquiry and Research
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project

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)

- PSYC-3210: Special Topics in Developmental Perspectives
- PSYC-4940: Abnormal Psychology
- PSYC-3801: Social Science Research Methods
- PSYC-3212 **or** PSYC-3214

Health Psychology Coursework (minimum 9 credits)

- PSYC-4240: Health Psychology & Promotion
PSYC-4230 or PSYC-4250
PSYC-3218 or PSYC-3216

Counseling Coursework & Supervised Field Experiences (minimum 12 credits)

- PSYC-3100: The Counseling Role

- PSYC-4260: Ethics in Professional Settings
- PSYC-4950: Psychology Field Experience

Plus, electives such as:

- PSYC-3200: Loss & Grief: Interdisciplinary Perspect And Grief
- PSYC-4016: Navigating Depression & Anxiety
- PSYC-4014: Trauma & Boundaries
- PSYC-4010: Embracing Neurodiversity
- PSYC-4018: Healthy Relationships & Emotional Regulation
- PSYC-4400: Applied Statistics
- PSYC-4012: Addictions
- PSYC-4020: Ecopsychology
- PSYC-4022: Attachment & Attunement

Human Development, BA

BA in Human Development

Location: AU Online

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 Months

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

All undergraduate AU Online degrees 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

- 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

- 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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Professional Core Curriculum

- 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 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:

- LIB-3010: Liberal Studies Seminar
- WRTG-4050: Writing in Academic Contexts
- LIB-3020: Power, Privilege & Oppression
- WRTG-4060: Inquiry and Research
- LIB-4400: Competency Integration Seminar
- LIB-4450: Senior Synthesis Seminar
- LIB-4500: Senior Synthesis Project

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, BA General Overview

BA in Liberal Studies with academic Concentrations

Location: AU Los Angeles

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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

General Education

The general education (GE) requirement in Los Angeles consists of 36 quarter credits in Domains of Knowledge and 6-9 quarter credits in Core Courses as part of the overall 100 unit requirement of General Studies.

General Studies Requirement:

Students must earn a minimum of 6 units and no more than 39 units in each of 6 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.

Core Course Requirements:

The Undergraduate degree requires the completion of two 3-quarter credit competencies. These 6 quarter credits must be taken at Antioch University.

- Educational Foundations (3 units)
- Upper division academic writing (3-6 units)

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, BA

BA in Liberal Studies

Location: AU Online

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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.

General Education

The GE requirement for Online undergraduate programs consists of 16 semester credits in Domains of Knowledge, and 18 semester credits in Interdisciplinary Core and Capstone for an overall 34 semester-credit requirement.

General Education Requirements and Liberal Studies Core Competency Demonstration

All students in the Online and Extended undergraduate programs must transfer in or take at Antioch the minimum general education requirements: 4 semester credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning, and the Social Sciences. In addition, all students complete a common interdisciplinary core and a capstone requirement for a total of 18 semester credits.

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)

Current Tuition and Fees

University Tuition and Fees

Interdisciplinary Core and Capstone Requirement for all Undergraduate Degrees

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Liberal Studies Concentration Courses (30 credits)

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

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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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, 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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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-4010: Research Methods
- PSY-3200: Counseling Theory & Technique
- 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, 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: Power, Privilege & Oppression
- 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

- ART-3010: Mural Painting
- WRTG-3010: Poetry in an Age of Anxiety
- ART-3011: Collage & Transformation
- WRTG-3012: Crafting Short Fiction
- ART-3012: Socially Engaged Art
- WRTG-3014: Art of Memoir
- ART-3013: History of Color: Creative, Cultural & Scientific Perspectives
- LIT-3018: Literature of Protest
- ART-3014: Of Hands & Earth, Soul & Fire: Creative Expressions in Clay
- WRTG-3016: Healing Narratives
- ART-3015: Graven Image: Art, Religion and Culture
- WRTG-3018: Writing the Anthropocene: Nature Writing in a Time of Climate Catastrophe
- ART-3016: Art & Rebellion
- LIT-3020: Indigenous Voices

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, 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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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, 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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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 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.

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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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 Considering Diverse Perspectives
- CDE-3040: Emerging Models of Childhood Education Through a DEI Lens
- CDE-3070: Child Advocacy
- CDE-3080: Spec Education: Response to Intervention
- CDE-3100: Practicum: Child Advocacy
- CDE-3200: Parent Child Relationship in a Diverse Society
- SOC-3510.SB: Diversity & Cultural Awareness
- PSY-3470: Cognitive Psychology
- 9 quarter credits of electives (internships encouraged)
- INT-3081: Senior Capstone Project

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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

Program Description

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
- 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

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, except for Liberal Studies. 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.

Child Studies: Minor Area of Concentration

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, 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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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: Applied Integrated Marketing Communication
- MKT-3020: Web Analytics
- MKT-3050: Strategic Marketing
- WRT-3210: Professional Writing
- 9 quarter credits of electives (internships encouraged)

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: Power, Privilege & Oppression
- 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

- COMM-3010: Global Cinema
- COMM-3012: Intercultural Communication
- COMM-3014: Documentary Film
- COMM-3016: Community Voices
- COMM-3018: Citizen Journalism
- COMM-3020: Fake News, Journalism & Politics
- COMM-3022: Surveillance
- COMM-3024: Media for Social Change

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, 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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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, 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: Power, Privilege & Oppression
- 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

- IDS-3012: Sexualities, Genders & Identities
- SOJ-3014: Freedoms & Unfreedoms in US History
- SOJ-3018: Movements of the Marginalized Collective Action
- SOJ-3016: Narrating Change: Stories for Collective Action
- GBL-3012: Displaced Persons: Immigrants & Refugees
- SOJ-4402: Youth at Risk Collective Action
- LOS-4030: Far From Equilibrium: Systems Perspectives on Change
- IDS-3010: When a Community Weeps
- PSYC-4260: Ethics in Professional Settings

Graduate Coursework*

- EDUC-5110: Curriculum Studies & Reflective Practice
 - EDUC-5460: Leadership and Reform
 - EDUC-6442: Becoming a Race-Conscious Educator
 - EDUC-5040: Diversity and Equity
 - EDUC-6710: Adult Teaching & Learning Frameworks
 - EDUC-6721: Professional Opportunities in Education
- *With advisor and MA chair permission, BA students can include certain graduate Education courses in their programs.*

Sample 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, 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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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, 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: Power, Privilege & Oppression
- 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

- SOJ-3010: Confronting Inequality
- SOJ-3014: Freedoms & Unfreedoms in US History
- SOJ-3018: Movements of the Marginalized Collective Action
- SOJ-3012: Civil Rights Tour
- SOJ-3016: Narrating Change: Stories for Collective Action
- SOJ-4400: Beyond Homelessness Collective Action
- IDS-3012: Sexualities, Genders & Identities
- IDS-4100: Mapping Worlds: Wayfaring at the Margins
- IDS-3014: LGBTQIA Voices
- GBL-3012: Displaced Persons: Immigrants & Refugees
- SOJ-4402: Youth at Risk Collective Action

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

Location: AU Online

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

All undergraduate AU Online degrees 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

- 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

- 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, 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: Power, Privilege & Oppression
- 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 for Service and Change Concentration, Agriculture Focus, BA

BA in Liberal Studies: Leadership for Service and Change

Location: AU Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Administration
- 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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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 Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Leadership for Service and Change Concentration Course Requirements:

Professional Core Curriculum

- 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

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, 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: Power, Privilege & Oppression
- 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

- LOS-4030: Far From Equilibrium: Systems Perspectives on Change
- SOJ-3016: Narrating Change: Stories for Collective Action
- BUS-3560.SE: Triple Bottom Line Accounting & Management
- BUS-3562: Business Systems & Impacts
- PSYC-4230: Biological Systems & Human Health
- MGT-3681: Management: Best Practices
- MGT-4960: Organizational Behavior
- MGT-3850: Quality Management

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, 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).

General Education

The GE requirement in Santa Barbara consists of 24 quarter credits in Domains of Knowledge, and 18 quarter credits in Core Curriculum for an overall 42 quarter-credit requirement.

Breadth/General Education Requirement

Students must complete a minimum of 24 quarter credits divided over 4 domains: Communication, Arts and Humanities, Science and Quantitative Reasoning, and Social Sciences. Each course only counts toward one area of the Breadth/General Education requirements.

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)

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.

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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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, Literature and Creative Writing Concentration, BA

BA in Liberal Studies: Literature and Creative Writing

Location: AU Online

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

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

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

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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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.

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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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-3710C The Politics of Psychology and PSY-3270A: Critical Psychology, 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-3710C: 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, 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: Power, Privilege & Oppression
- 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

- PSYC-4940: Abnormal Psychology
- PSYC-4240: Health Psychology & Promotion
- PSYC-3212: Positive Psychology & Resilience
- PSYC-3214: Somatic Awareness: Engaging the Body
- PSYC-4250: Neuropsychology
- PSYC-4230: Biological Systems & Human Health
- PSYC-3216: Applied Mindfulness
- PSYC-3218: Creative Arts Healing
- PSYC-3100: The Counseling Role
- PSYC-4260: Ethics in Professional Settings
- PSYC-4950: Psychology Field Experience
- PSYC-3801: Social Science Research Methods
- PSYC-3200: Loss & Grief: Interdisciplinary Perspect And Grief
- PSYC-4400: Applied Statistics
- PSYC-4010: Embracing Neurodiversity
- PSYC-4012: Addictions
- PSYC-4016: Navigating Depression & Anxiety
- PSYC-4014: Trauma & Boundaries
- PSYC-4018: Healthy Relationships & Emotional Regulation
- PSYC-4020: Ecopsychology
- LIT-3016: Family Sagas: Intergenerational Trauma
- PSYC-4022: Attachment & Attunement

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, 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

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

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
- 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

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, except for Liberal Studies. 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.

Queer Studies: Minor Area of Concentration

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-4040: Queer Theory
- PHI-4140: Foucault: Discourse and Discipline
- PSY-3270A: Critical Psychology
- ART-3220.LA: Feminist Art: a Revolution in Creative Practice
- HUM-3902: Queering Spiritual Activism: Anzaldua's Inner Work and Social Change
- PSY-4910: Sex-Positivity and Social Justice
- PSY-3281: Psychology of Gender & Sexuality

- PSY-3900AQ: Transgender Identities: a Multicultural View of Gender Variance
- SOC-3480A: Gay & Lesbian History Through Documentary Film
- SOC-4910: Sex-Positivity and Social Justice
- HUM-3710, HUM-3710C, or PSY-3710C
- HUM-4910: Queer Temporalities

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: Power, Privilege & Oppression
- 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

- SPIR-3010: Modernity & the Search for Meaning
- SPIR-3012: Wisdom of the Psyche: Depth Psychology Perspectives
- SPIR-3014: Zen & Taosim
- SPIR-3016: Hinduism: Embracing Multiplicity & Paradox
- SPIR-3018: Eco-Spirituality
- SPIR-3024: Cultivating Gratitude
- SPIR-3026: Shadow & the World Soul
- SPIR-3028: Ceremonial Design and Sacred Time
- SPIR-3030: Practicing Self-Compassion: Meditations on Self-Care
- SPIR-3100: Pilgrimage: Walking With Intention
- ART-3015: Graven Image: Art, Religion and Culture
- IDS-3010: 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 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.

Management, BA

BA in Management

Location: AU Online

Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 36 months

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

All undergraduate AU Online degrees 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

- 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

- PRO-4970: Senior Project

Professional Core Curriculum

- 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:

Project Management Area of Focus Requirements

- 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

- HAD-4250: Fundamentals of Healthcare Administration
- HAD-4800: Experiential Learning in Healthcare Administration
- HWL-4000: Economics, Politics & Access in Healthcare
- HWL-4040: Gender & Multicultural Issues in Health Care

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).

*Check with your advisor for details on which courses count for this area.

- INT-3081: Senior Capstone Project
- MGT-3200: Business Finance
- MGT-3681: Management: Best Practices
- MGT-3750: Business Ethics & Social Responsibility
 - *At least 6 quarter units in area of Communication**
 - *At least 6 quarter units in area of Entrepreneurship**
 - *At least 6 quarter units in area of Globalization**
 - *At least 6 quarter units in area of Marketing**
 - *18 quarter units in major 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-3781: Class, Race, Gender & Sexuality: Exploring Social Inequalities

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
- SOC-3510.SB: Diversity & Cultural Awareness

Research (1 course; 3 quarter credits)

- MGT-3200: Business Finance
- MKT-3020: Web Analytics
- QNT-3600: Macroeconomics
- QNT-4010: Research Methods

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 Research Methods*
- Course in Statistics*
- Course in area of Neuropsychology*
- 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

Urban Communities and Justice, BAA

BAA in Urban Communities and Justice

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 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.

Additional Program Requirements:

- 27 units of lower division transfer units in a cohesive area, and
- 27 units of upper division at Antioch that include:
 - 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 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

- 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
- PSY-4805: Global Mental Health Reform

Liberal & Disciplinary Studies – Certificates

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 bilingual 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
- ECE-1800: Language and Literacy Development (5 prior learning credits)
- ECE-2000: ECE Disaster Planning & 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)

Graduate School of Leadership & Change

Welcome to the Graduate School of Leadership and Change!

The PhD in Leadership and Change is a unique geographically dispersed low-residency, cohort-based program that focuses on the interdisciplinary study of the scholarship, research and practice of leading change in organizations and communities. Designed for mid-to-senior-level cross-sector practitioners, the multiyear doctoral journey is structured multi-year "learning modules" in leadership and change, and research and inquiry, with each module culminating in demonstrations of learning for which the student is awarded credit. Each of these modules are framed by the student's own deep curiosity and are sequenced to develop the knowledge, scholarship and research skills necessary to design and implement their own original research, their dissertation, which is designed to inquire into and improve leadership and change practice in their fields of interest. In addition to the completion of these required modules, the pre-candidacy years are marked by a combination of three face-to-face and virtual residencies annually, a robust set of inter-residency elective workshops, as a highly engaged and diverse cohort-based learning community.

The students' expanded opportunities to pursue their own intellectual creativity and curiosity best realized within the context of well-defined program structures, requirements, and learning guidelines. There is a balance at play between program requirements and self-empowered learning, between being a member of a peer learning community and an independent scholar-practitioner, and between challenging faculty oversight and empowered student-driven initiative. The flexibility in pacing allows students to align their progress with the ebbs and flows of their professional and personal responsibilities.

Through this extensive and thorough evaluation process, the Program is able to assure that every Program graduate upon completing the program, will have demonstrated both the ability and capability to:

1. Conduct an informed critique of theories, concepts and debates related to leading change in their profession, communities, and/or society at large;

2. Engage in and create positive change in an organization, community, and/or the larger society;
3. Reflect critically and responsibly on self and society as learners, leaders and scholars in the global context;
4. Pursue self-directed and lifelong learning;
5. Consider that knowledge is socially constructed and has historically privileged dominant groups and marginalized others;
6. Engage in the critical appraisal of research and other forms of scholarly communication in their fields of leading change;
7. Design and execute research that meets scholarly and professional criteria of the candidate's chosen field or sector and prepares them with the scholar-practitioner potential to inform and improve practice.

To date, the program has close to an 80% graduation rate, which far exceeds the national average. A number of dissertations have won national awards. The diverse student body, by age, race/ethnicity, geography and professional sector, live across the country and internationally. The faculty, all full-time senior scholar-practitioners, are equally diverse.

Laurien Alexandre, PhD
Dean, Graduate School of Leadership & Change

Leadership & Change

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 2022 and Spring 2010, the PhD program underwent Comprehensive Program Reviews--a process in which external reviewers evaluate the degree to which a degree program is fulfilling its stated mission and purpose, and how well. The 2022 reviewers concluded their assessment by saying, "Without a doubt, the Program should be commended for its novel educational model that has been a source of strength and pride for Antioch University." In 2010, the reviewers concluded that "The PhD program is serving as a national model to inform the continuing discussion of the nature of doctoral education in the United States and around the world. It is once again placing Antioch University at the forefront of innovation, leadership, and change. Moreover, the PhD program serves as a model for experimentation in innovation within the University itself, having a highly successful model as measured by student satisfaction as well as degree retention and completion."

Admission Requirements

The PhDLC program admits a cohort of up to 25-30 students each year.

Entry date: July 1, annually

Application Deadlines: Applications are accepted on a rolling basis year-around.

- Early admission review cycle: applications completed by October 1
- Regular admission review cycle: begins February 1 and continues through 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.gslc@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-7310: Critical Review of Research A
- LC-7320: Critical Review of Research B
- LC-7400A: Individualized Agreement Proposal A
- LC-7400B: Individualized Agreement Proposal B
- LC-75011: Individualized Agreement Final A
- LC-76011: Individualized Agreement Final B
- LC-7800: Reflective Int Candidacy Essay

3 ProSeminars: 6 Annual Credits

- LC-7010: Proseminar I
- LC-7020: Proseminar II
- LC-7030: Proseminar III

Attend 9 Residencies: 0 Credits

- Year One Residencies
- Year Two Residencies
- Year Three Residencies

Dissertation: 23 Annual Credits

- LC-8000: Dissertation Proposal
- LC-8110: Dissertation

Graduate Management Studies

Welcome to the Graduate Management Studies!

Antioch University has a rich history of contribution to the field of management studies, building upon the Antiochian legacy of pioneering management professor and thought leader Douglas MacGregor, author of *The Human Side of Enterprise*. Our mission to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice connects powerfully with the need to build, manage, and lead purpose-driven organizations. Offering an online suite of degree granting and professional certificate programs benefiting experienced and aspiring leader-managers alike, degree programs include a Master of Business Administration (MBA), a Master of Human Services Administration (MHSA), and a Master of Arts in Nonprofit Management (MANM). By sharing selected, relevant courses across these three different degree programs, students from the human services sector, the nonprofit sector, and the for-profit sector gain exposure to managerial experiences and perspectives that create a more diverse and heterogeneous learning environment and contribute to more effective managerial practice. A wide range of elective courses allows students to pursue their special interests in depth. Certificate programs currently include the Women in Leadership certification.

With an emphasis on practical professional development, all degree and certificate programs demonstrate Antioch's mission and values, emphasizing collaborative, hands-on learning and the individualized attention and development that build knowledge and techniques directly translatable to the student's field of work. The Master of Business Administration (MBA) emphasizes the mutual importance of people, planet, and profit in building and leading successful organizations and communities in the 21st century, preparing students to thrive in a dynamic, diverse, and innovative world where business acumen, leadership ability, and practical application are critically important - and marketable - skills. The Master of Human Services Administration (MHSA) prepares service-minded practitioners to lead in organizations where they can help have a positive impact on the

lives of individuals and communities, including vulnerable and disadvantaged populations. The Master of Arts in Nonprofit Management (MANM) prepares individuals for exemplary professional leadership in nonprofit organizations through a curriculum informed by best practice standards in the discipline. The Women in Leadership graduate certificate, offered in collaboration with the School of Distance and Extended Education, brings together mid-career women for an educational experience that enhances confidence and leadership skills within a social justice framework.

Mary Ann Short, Ph.D.
Director, Graduate Management Studies Programs

Business Administration

Business Administration, Healthcare Leadership Concentration, MBA

MBA: Healthcare Leadership

Location: AU Online

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 wellbeing,
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 Online

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

Leadership and Teams Concentration (9 Semester Credits)

Choose 3 of the following courses:

- MGT-5340: Leading High Performing Teams 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 Online

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

Nonprofit Leadership Concentration

Complete the following:

- HSA-5210: Program Planning and Evaluation
- MNM-5112: Democracy, Capitalism, and the Nonprofit & Voluntary Sector
- MNM-5210: Development and Fundraising

Business Administration, Self-Designed Concentration, MBA

MBA: Self-Designed

Location: AU Online

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 wellbeing,
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

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-5112: Democracy, Capitalism, and the Nonprofit & Voluntary Sector
- MNM-5210: Development and Fundraising
- MGT-6000: Integrated Keystone Project

Business Administration, Sustainable Business Concentration, MBA

MBA: Sustainable Business

Location: AU Online

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

Women and Leadership, Certificate

Certificate in Women and Leadership

Location: AU Online

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 In 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

Human Services Administration

Human Services Administration, MHSA

Master of Human Services Administration

Location: AU Online

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 grant writing 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)

Elective courses allow students to pursue their special interests. Students can choose 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:

- MNM-5112: Democracy, Capitalism, and the Nonprofit & Voluntary Sector
- 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-5885: Managerial Practicum
- MNM-6300: Research Seminar
- MGT-5418: Advanced Leadership
- MGT-5900: Capstone Project

Non-Profit Management

Nonprofit Management, MA

MA in Nonprofit Management

Location: AU Online

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 focuses 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

Sample MANM Program Course Sequence

Year 1, Fall	Courses	Year 2, Fall	Courses
A	Democracy, Capitalism, and the Nonprofit & Voluntary Sector	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

- MKT-5000: Marketing and Communication Strategy
- MNM-5112: Democracy, Capitalism, and the Nonprofit & Voluntary Sector
- MNM-5210: Development and Fundraising

Elective Courses (9 Semester Credits)

Elective courses allow students to pursue their special interests in depth. Students can choose 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

Individualized Studies

Welcome to Individualized Studies!

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, online program.

Our IMA program is designed for the reflective, committed, and self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their studies through 3 foundation courses, co-designed individualized courses with faculty and seminars making it possible to combine graduate education with professional, personal, and community commitments.

Ashley Nielsen, PhD

Chair of the Individualized Master of Arts Program

Individualized Studies

Humanities, MA

MA in Humanities

Location: AU Online

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 24 months

Program Overview

The Individualized Master of Arts (IMA) Program offers an MA in Humanities. For more than 40 years, students at Antioch University have been individualizing their graduate study in many humanities or social science fields, while continuing to live and work in their home communities. The IMA program offers qualified students a unique opportunity to pursue graduate education through an individualized, online program.

Our IMA program is designed for the reflective, committed, and self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their studies through 3 foundation courses, co-designed individualized courses with faculty, and seminars making it possible to combine graduate education with professional, personal, and community commitments.

IMA Program Design

The IMA offers a graduate program with the following features:

- 36 semester credit Master of Arts degree
- Students may transfer up 15 semester credits
- Flexible schedule to fit your lifestyle
- Study in small classes with faculty and mentors
- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students

- Three synchronous Colloquia

The IMA program strives to be distinctive in a world of standardization and common denominators by creating the space for students to individualize their curricula. We encourage a commitment to ongoing personal, professional and cultural learning, creative, artistic, and analytic expression, and the engagement in transformational practices. In the context of a supportive, student-centered learning environment, we challenge students to develop a critical and reflective conscience, and to meet high academic expectations. We promote the integration of theory and practice, and study and reflection with application and engagement. We believe that these aims need to be grounded in an awareness of, sensitivity to, and respect for our shared humanity in a culture that welcomes diverse ways of being and knowing in a variety of contexts.

Students earn an MA in Humanities or Social Sciences with a specialization in their selected area.

Academic Specializations

Students choose a specialization or create their own specialization.

Humanities Specializations:

- Creative Writing
- Intercultural Studies
- Interdisciplinary Humanities
- Creating own specialization

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

IMA Program Outcomes

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

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

Program Requirements

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

- 3 Foundations courses (9 credits)
- 7-8 Specialization courses - Any combination of seminars and individualized courses (courses you design with instructors) (21-24 credits)
- Capstone (3 credits) or Thesis (6 credits)
- 3 Colloquia (0 credits)
- Master's Portfolio (0 credits)

Admission Requirements

- Complete the Online Application (No Application fee!) Start by setting up a username and then select Online campus to get started!

- Bachelor's degree from a regionally accredited college or university or an institution recognized by regional accreditation. Official transcripts of all academic work.
 - Exceptions may be reviewed on a case-by-case basis using faculty's professional judgment such as cases of international degree. Antioch Online will accept degrees earned under the terms of the Bologna Declaration.
- (optional) Two current professional references; one from a professor who has evaluated your academic work preferred
- Admissions Essay:
 - Please provide a statement in 500 words or less as to why you would like to do an Individualized program, what specialization you might be interested in pursuing, what you intend to accomplish in the program, and what qualifications you bring to accomplish that
- No GMAT or GRE required
- Additional requirement for international students:
- Reading & Writing in English Proficiency Assessment (if applicable) or TOEFL score of 550 "paper-based", 214 "computer-based", and 79 "internet-based or higher.

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

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Three Foundation Courses

- FDN-5001: Introduction to Individualized Study
The goal of the first course is for students to get their feet wet and begin putting a program of study together by first identifying both the history and breadth of knowledge construction in the field
- FDN-5002: Foundations of Research Methods
This course addresses how to do effective Social Science or Humanities research.

- FDN-5003: Foundations in Individualized Study Sciences
In this course students develop their degree plan, including their specialization, tentative titles for future courses, a syllabus, and they select a mentor if one chooses.
The individualized curriculum is developed in a collaborative partnership among the student, a Faculty Advisor, a Mentor, and the instructors. Together they are responsible for certifying that the curriculum complies with graduate-level learning requirements and the professional criteria in the field of study.

Seminars & Individualized Learning (21-24 Semester Credits)

Students can self-design a course with an instructor, take any of the IMA Program courses (seminars), courses from other Antioch graduate programs and/or Prior Learning Assessment (PLA). For each of these options students work with their Mentor (optional) and Advisor to ensure the courses are in alignment with their Degree Plan.

- For Thesis track students need to complete 8 Courses.
- For Capstone track students need to complete 7 Courses.

Seminars

- Seminars are courses that IMA faculty members have designed. Seminars are small, interdisciplinary classes that have asynchronous discussion forums and synchronous tutorials.

Individualized Courses

- With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty.
- Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

IntraUniversity Courses

Students can also enroll in courses in the University system if they meet the prerequisites and there is space.

Prior Learning

Prior experiential learning is gained from workplace training, participation in professional development opportunities, or an individual's own self-guided experience, study, and reflection. By themselves, these experiences do not constitute graduate-level college learning. However, the IMA provides graduate students with a process and structure to demonstrate that the experiences, the learning they drew out from those experiences, and their ability to apply that learning to other experiences are equivalent to the learning outcomes identified in a specific course.

The IMA employs a "course match" approach to the assessment of prior experiential learning using a prior learning portfolio. Students provide both a narrative description of what they have learned and specific evidence to support their narrative.

Students who believe that their previous work, professional, community experiences, or individualized study may be applicable to their graduate degree should meet with their advisor. Upon referral from their advisor, students meet with the IMA Prior Learning Coordinator to discuss the students' history and review any possible avenues for petitioning prior learning credit and other options for obtaining transfer credit. Note a total of 15 credits can be transferred, 9 of these credits can be through the Prior Learning Assessment. Please refer to the IMA Handbook on Prior Learning Assessment for more information.

Synthesis Project

Capstone:

A capstone can be an applied learning project, a creative work, or a written work that is approved by a student's Advisor and Mentor. The capstone must demonstrate the advancement of Social, Economic, or

Environmental Justice. Capstone is offered every semester for the full term.

Thesis:

A thesis is a significant piece of writing and research in one's field of study. A thesis proposal must be approved by a committee consisting of a student's Advisor, Mentor, and a third Committee member agreed to by the Advisor and Mentor who is an expert in the field. Thesis is offered every semester for the full term. The thesis must demonstrate the advancement of Social, Economic, or Environmental Justice.

Three Required Colloquia (0 Semester Credits)

The colloquia take place each semester. Students are required to attend three over the course of their tenure in the program, but may attend 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.

Portfolio (0 Semester Credits)

Each student completes a Master's Portfolio in their final semester in the program. The portfolio is used as a tool to gauge one's learning over the course of one's tenure at Antioch, and to use for professional presentations and applications. The portfolio also allows one to reflect on one's progress while serving as a student at Antioch, and may serve as a useful collection to demonstrate what one has learned to outside agencies or graduate schools.

Social Sciences, MA

MA in Social Sciences

Location: AU Online

Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online

Standard time to completion: 24 months

Program Overview

The Individualized Master of Arts (IMA) Program offers an MA in Social Sciences. For more than 40 years, students at Antioch University have been individualizing their graduate study in many humanities or social science fields, while continuing to live and work in their home communities. The IMA program offers qualified students a unique opportunity to pursue graduate education through an individualized, online program.

Our IMA program is designed for the reflective, committed, and self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their studies through 3 foundation courses, co-designed individualized courses with faculty, and seminars making it possible to combine graduate education with professional, personal, and community commitments

IMA Program Design

The IMA offers a graduate program with the following features:

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

The IMA program strives to be distinctive in a world of standardization and common denominators by creating the space for students to individualize their curricula. We encourage a commitment to ongoing personal, professional and cultural learning, creative, artistic, and analytic expression, and the engagement in transformational practices. In the context of a supportive, student-centered learning environment, we challenge students to develop a critical and reflective conscience, and to meet high academic expectations. We promote the integration of theory and practice, and study and reflection with application and engagement. We believe that these aims need to be grounded in an awareness of, sensitivity to, and respect for our shared humanity in a culture that welcomes diverse ways of being and knowing in a variety of contexts.

Students earn an MA in Social Sciences with a specialization in their selected area.

Academic Specializations

Students choose a specialization or create their own specialization.

Social Sciences Specializations:

- Educational Studies and Human Development
- Conflict Resolution
- Management of Human and Natural Systems
- Create own specialization

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

IMA Program Outcomes

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

1. Demonstrate critical thinking, writing, and communication skills by developing a specific point of view and defending it clearly with arguments and evidence.
2. Adopt an interdisciplinary, foundational approach to one's program by synthesizing knowledge, perspectives, and research

- skills from one's field of study and applying them to one's area of focus within one's field.
3. Design and implement a research-oriented, experiential program of study that synthesizes information from one's chosen field of study.
 4. Apply and demonstrate appropriate mastery of the relevant content in the disciplinary approaches relevant to one's individualized area of study.
 5. Advance social, racial, economic, or environmental justice through a culminating project that integrates theory and practice through written work, a work of art, or work in one's community.

Program Requirements

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

- 3 Foundations courses (9 credits)
- 7-8 Specialization courses - Any combination of seminars and individualized courses (courses you design with instructors) (21-24 credits)
- Capstone (3 credits) or Thesis (6 credits)
- 3 Colloquia (0 credits)
- Master's Portfolio (0 credits)

Admission Requirements

- Complete the Online Application (No Application fee!) Start by setting up a username and then select Online campus to get started!
- Bachelor's degree from a regionally accredited college or university or an institution recognized by regional accreditation. Official transcripts of all academic work.
 - Exceptions may be reviewed on a case-by-case basis using faculty's professional judgment such as cases of international degree. Antioch Online will accept degrees earned under the terms of the Bologna Declaration.
- (optional) Two current professional references; one from a professor who has evaluated your academic work preferred
- Admissions Essay:

- Please provide a statement in 500 words or less as to why you would like to do an Individualized program, what specialization you might be interested in pursuing, what you intend to accomplish in the program, and what qualifications you bring to accomplish that
- No GMAT or GRE required
- Additional requirement for international students:
- Reading & Writing in English Proficiency Assessment (if applicable) or TOEFL score of 550 "paper-based", 214 "computer-based", and 79 "internet-based or higher.

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

Current Tuition and Fees

University Tuition and Fees

Plan of Study

Three Foundation Courses

- FDN-5001: Introduction to Individualized Study
The goal of the first course is for students to get their feet wet and begin putting a program of study together by first identifying both the history and breadth of knowledge construction in the field
- FDN-5002: Foundations of Research Methods
This course addresses how to do effective Social Science or Humanities research.
- FDN-5003: Foundations in Individualized Study Sciences
In this course students develop their degree plan, including their specialization, tentative titles for future courses, a syllabus, and they select a mentor if one chooses.
The individualized curriculum is developed in a collaborative partnership among the student, a Faculty Advisor, a Mentor, and the instructors. Together they are responsible for certifying that the curriculum complies with graduate-level learning

requirements and the professional criteria in the field of study.

Seminars & Individualized Learning (21-24 Semester Credits)

Students can self-design a course with an instructor, take any of the IMA Program courses (seminars), courses from other Antioch graduate programs and/or Prior Learning Assessment (PLA). For each of these options students work with their Mentor (optional) and Advisor to ensure the courses are in alignment with their Degree Plan.

- For Thesis track students need to complete 8 Courses.
- For Capstone track students need to complete 7 Courses.

Seminars from the Field of Study

- Seminars are courses that IMA faculty members have designed. Seminars are small, interdisciplinary classes that have asynchronous discussion forums and synchronous tutorials.

Individualized Courses

- With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty.
- Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

IntraUniversity Courses

- Students can also enroll in courses in the University system if they meet the prerequisites and there is space.

Prior Learning

Prior experiential learning is gained from workplace training, participation in professional development opportunities, or an individual's own self-guided experience, study, and reflection. By

themselves, these experiences do not constitute graduate-level college learning. However, the IMA provides graduate students with a process and structure to demonstrate that the experiences, the learning they drew out from those experiences, and their ability to apply that learning to other experiences are equivalent to the learning outcomes identified in a specific course.

The IMA employs a "course match" approach to the assessment of prior experiential learning using a prior learning portfolio. Students provide both a narrative description of what they have learned and specific evidence to support their narrative.

Students who believe that their previous work, professional, community experiences, or individualized study may be applicable to their graduate degree should meet with their advisor. Upon referral from their advisor, students meet with the IMA Prior Learning Coordinator to discuss the students' history and review any possible avenues for petitioning prior learning credit and other options for obtaining transfer credit. Note a total of 15 credits can be transferred, 9 of these credits can be through the Prior Learning Assessment. Please refer to the IMA Handbook on Prior Learning Assessment for more information.

Synthesis Project

Capstone:

A capstone can be an applied learning project, a creative work, or a written work that is approved by a student's Advisor and Mentor. The capstone must demonstrate the advancement of Social, Economic, or Environmental Justice. Capstone is offered every semester for the full term.

Thesis:

A thesis is a significant piece of writing and research in one's field of study. A thesis proposal must be approved by a committee consisting of a student's Advisor, Mentor, and a third Committee member agreed to by the Advisor and Mentor who is an expert in the field. Thesis is offered every semester for the full term. The thesis must demonstrate the advancement of Social, Economic, or Environmental Justice.

Three Required Colloquia (0 Semester Credits)

The colloquia take place each semester. 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.

Portfolio (0 Semester Credits)

Each student completes a Master's Portfolio in their final semester in the program. The portfolio is used as a tool to gauge one's learning over the course of one's tenure at Antioch, and to use for professional presentations and applications. The portfolio also allows one to reflect on one's progress while serving as a student at Antioch, and may serve as a useful collection to demonstrate what one has learned to outside agencies or graduate schools.

Master of Fine Arts

Welcome to the Master of Fine Arts (MFA)!

Antioch University's low-residency MFA in Creative Writing program is devoted not only to the education of literary and dramatic artists but to community engagement and the pursuit of social justice. The program features one-on-one mentoring with a variety of successful, publishing writers and includes instruction in craft, revision, and critical reading and thinking skills. The rights and ethical responsibilities of creative writers are also addressed, along with practical career concerns related to the business of writing and publishing. The MFA program prepares students for careers and meaningful lives as writers, editors, teachers, and engaged literary citizens.

The MFA Program is comprised of 10-day hybrid residencies-which include seminars, readings, and workshops-complemented by five-month online project periods during which students live and write in their home communities. The unique hybrid residency allows students to attend fully online, in-person, or a combination of both. We believe a flexible learning environment allows our students to flourish personally and creatively.

MFA students work in various genres such as fiction, poetry, creative nonfiction, young people, writing for the screen, playwriting, and literary translation. While students are admitted into a single genre, we encourage our students to write and study more than one genre during their time at Antioch.

The MFA Field Study is one aspect which sets this creative writing program-and the people who graduate from it-apart from others. The Field Study asks students to put their knowledge and skills as writers to work in service of something they personally value in their local communities.

The MFA Program also takes pride in the diversity of its students, graduates, faculty, and staff. The Program's curriculum and culture stem directly from its social justice mission. MFA graduates go on to publish extensively, win national awards, work in their communities to make social change, as well as teach writing with new pedagogies in mind.

Lisa Locascio Nighthawk, Ph.D.
Interim Chair, Antioch MFA Program

Creative Writing

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" seminar/ orientation
- "Designing a Flexible Workshop Syllabus" seminar
- A Residency Workshop in their chosen writing genre
- Attend all lectures and panels involving Certificate students or pedagogy faculty
- Attend five additional Residency learning activities, such as seminars, lectures, panels, roundtables, 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:

- Teaching Apprenticeship: every student will gain direct experience working as a professional instructor's "Teaching Assistant." This apprenticeship will also include some teaching-leadership of the class, guided by the professional instructor.

- Complete Teaching Practicum: every student will have the opportunity to design and lead a teaching experience for real, eager writers, whether in Antioch's Alumni Circle, or with community organizations like PocketMFA.
- Engage with Contemporary and Urgent Texts: every student will read widely in the pedagogy of creative writing and engage regularly in vigorous zoom discussions with the faculty and other students.
- Develop a Teacher's Toolkit: A top priority of the program is practicality and flexibility, and every student will leave the program with an immediately useful set of tools and documents to take on their journey to making a living as a creative writing instructor.

The details of each of the above are negotiated with each student's mentor and specified in the Project Period Contract.

Stage III: Post-Project Period Short Residency

Post-MFA Certificate students are required to attend at least the first three days of their post-project period residency. A student may choose to attend as many additional days of the post-project period residency as the student wishes. Requirements are as follows:

- Participate in the Post-MFA Panel
- Exit Meeting with Post-MFA Faculty
- Deliver the Annotated Bibliography of Readings in the Field of Writing Pedagogy

Current Tuition and Fees

University Tuition and Fees

State-Specific Required Disclosures

Information for California Residents

The following disclosures are required by the California Bureau for Private Postsecondary Education. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834; www.bppe.ca.gov; Telephone (888) 370-7589 or (916) 574-8900 or by fax (916) 263-1897.

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

Authorization

Antioch University Los Angeles along with its branch location, Antioch University Santa Barbara, is a private not-for-profit institution and is authorized for operation in the state of California by the State of California Bureau of Private Postsecondary Education (BPPE), which means compliance with state standards as set forth in the CEC and 5, CCR. Approval does not mean the Bureau endorses Antioch's programs, or that Antioch exceeds the minimum state standards. Antioch University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Student Records

The official academic record, permanently maintained by the Office of the University Registrar, consists of the academic transcript and Student Learning Evaluation for each of the courses taken by the student.

Except for the transcript and Student Learning Evaluations, all other records are considered temporary and are maintained either locally or in an off-site facility. Non-permanent records are subject to the University Record Retention Policy and Schedule. Records whose retention period has expired are formally and confidentially destroyed.

The permanent records of students who attended Antioch University Los Angeles prior to July 1, 1985 are archived at Antioch University in Yellow Springs, Ohio. Inquiries and requests regarding those records must be directed to the Office of Records Administration, Antioch University, 900 Dayton St., Yellow Springs, OH 45387-1623; Telephone (937) 769-1291, FAX (937) 769-1354.

Tuition and Fees

Information on total charges for a period of attendance and an estimated schedule of total charges for each of our educational programs offered in California is available here for our Los Angeles location and here for our Santa Barbara location. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.

Housing Information

Antioch University Los Angeles 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 California State students, please check with the Chief Student Services Officer to a complaint relating to your program.

Antioch University Los Angeles

Sandy Lee, Chief Operations Officer; Chief Student Services Officer
400 Corporate Pointe
Culver City, CA 90230
slee2@antioch.edu
310-578-1080 x 447

Antioch University Santa Barbara

Ryan Kasmier, Associate Provost, Director of Disability Support Services and School Certifying Official (VA Benefits); Chief Student Services Officer
602 Anacapa Street
Santa Barbara, CA 93101
rkasmier@antioch.edu
805-962-8179 x 5105

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 prepaid all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 574-8900 or (888) 370-7589.

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

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 or withdrawal from the student.

The University provides a pro-rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

Quarter Refund Schedule

Official first two weeks of quarter	100%
Third week	70%
Fourth week	60%
Fifth week	50%
Sixth week	40%
Seventh week	30%
Eighth week	20%
After	0%

Semester Refund Schedule

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

MFA Refund Schedule

Prior to third day of residency	100%
On or after third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75%	<100% to >75%
Friday of fifth week of class	75%
Friday of eleventh week of class	50%
Friday of seventeenth week of class	25%
After	0%

Tuition Refund Policy for Individual Course Withdrawal

A 100% tuition credit is granted for courses dropped by 20% of the instructional period for that course. No tuition credit is given after 20% of the instructional period for that course. Exception for courses lasting 10 days or less: 100% tuition credit is granted for drops completed 7

days or more prior to the scheduled start date; no tuition credit granted for drops 6 days or less prior to the scheduled start date.

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

Job Classification Codes for Gainful Employment

In order to report gainful employment of its graduates, the institution must identify, in its catalog, the job classification(s) each program prepares its graduates for using the United States Department of Labor's Standard Occupational Classification codes, at the Detailed Occupation (six-digit) level.

[Standard Occupational Classification Codes](#)

Information for Washington State Residents

Antioch University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Antioch University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

I certify that:

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any

student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The information contained in this application form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.

Sincerely,

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.

Antioch University Inactive Programs

The following programs do not plan to admit new students for the 2023-2024 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 2023-2024 catalog.

- Urban Sustainability [USMA] (AULA)
- USMA-MFA Dual Degree (AULA)
- MA in Psychological Studies (AULA)
- Psy.D. in Clinical Psychology (AUSB)
- MFA [all genres] (AUSB)
- MA in Interdisciplinary Studies (AUNE)
- Advanced Licensure MEd and Certificate Programs [Digital Learning, Library Media, Principal Licensure, Elementary Education] (AUNE)
- MS in Environmental Studies (NH Licensure Pathway) (AUNE)
- Ph.D. in Leadership & Change for Healthcare (GSLC)

Antioch University Course Catalog

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 2023-2024 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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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 Vergheze, 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

Course Type Liberal & Disciplinary Studies

ADS-3310: Postmodern Approaches to Addiction Treatment

This specialized course is designed to provide students with a diverse understanding of the practical applications of

postmodern therapeutic approaches as they are applied to the treatment of addiction. This course will contrast and compare traditional treatment modalities with postmodern approaches such as: solution-focused brief therapy, the collaborative language systems approach and narrative therapy. This course will also ask the student to consider the philosophical underpinnings of postmodern theory and practice. 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

Course Type Liberal & Disciplinary Studies

ADS-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and

grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ADS-3530: Internship: Addiction Studies

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ANT-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

APS (Applied Studies)

APS-3510: Applied Studies Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

APS-3530: Internship Applied Studies

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

**APS-3990A: Applied Studies
Seminar: Culture in
Professional and Community
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 Santa
Barbara

Method(s): Classroom, Online

(asynchronous)

Course Type Liberal &
Disciplinary Studies

**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)

Course Type Liberal &
Disciplinary Studies

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,Antioch Univ Seattle
Method(s): Classroom,Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

APS-4510: Applied Studies Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal Arts,
Science & Social Science

ART-2530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:**
5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

ART-3010: Mural Painting

The mural is arguably humanity's oldest form of painting, and it continues to have contemporary

relevance. Students gain practical knowledge of how to paint a mural, as we collaborate to paint a wall on campus and/or in the community. All aspects of the mural painting process will be covered in this course, starting with the design and brainstorming phase, and ending with a community unveiling. Our mural design will be informed by classroom discussions about the socio-political context of murals. Some examples of the topics we will research include: the Mexican Muralists, Michelangelo's Sistine Chapel, and the urban graffiti movement.

Min. Credits: 3.0 **Max Credits:**
4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

ART-3011: Collage & Transformation

'Collage' is derived from the French, coller, "to paste": the collager literally culls from the environment cultural objects and images and juxtaposes them in new and often unexpected ways. The practice includes appropriation, assemblage, and

the gluing together of a variety of materials including paper, found images, fabric, natural objects and any other material found suitable by the artist in the service of their overall theme. As such, collage is an incredibly democratizing and accessible art form. The collage artist can produce visually rich and sophisticated imagery quite easily, without extensive training in draftsmanship or painting. It is a method whereby images, identities and objects of mass and consumer culture may be reappropriated and used for re-empowerment. In this class we will learn not only traditional and more current techniques for collage, but also the history of the medium and its potential for personal exploration and expression, as well as social and political communication.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

ART-3012: Socially Engaged Art

Socially Engaged Art goes beyond art with social intention to an art practice that engages the public. This is an active studio arts class where students work within the visual arts realm, folding in other art forms when inspired. Explores the intersection of art and life through hands-on art making, aesthetic and ethical discussions and writing, and the exploration of contemporary art. No previous art experience necessary.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

ART-3013: History of Color: Creative, Cultural &Scientific Perspectives

Do you want to improve your control of color in artistic practice? Interested in changing your wall color but don't know where to start? Would color therapy be a helpful skill for you to better manage depression and mood disorders? This color theory class uses hands-on art projects to teach mixing, matching, and

creating with the rainbow. We will learn the science color perception, and also study its meaning from historical, political and spiritual contexts.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**ART-3014: Of Hands & Earth,
Soul & Fire: Creative
Expressions in Clay**

Through a variety of introductory clay hand-building techniques, students will gain a new awareness of their creative selves while making the undeniable connection between creative, kinesthetic process and an inspired spirit. The course will emphasize pinching, coiling, slab-work, and joining methods. The assignments are designed to link multi-modal expressive arts approaches with hand-built clay techniques in order to promote success, encourage critical thinking, inspire emotional expression and community connection, and to build confidence in each student. No previous clay experience is

necessary. This class is appropriate for ceramics beginners as well as experienced clay artists.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**ART-3015: Graven Image: Art,
Religion and Culture**

The Abrahamic injunction against making images of the divine is a recognition of the direct and immediate power of image over reason and even faith. From the Renaissance forward, the making of images was in western cultures the purview of practiced artists and craftsperson's and well controlled by elites. In the century and a half since the advent of photography, the role of the artist has been rarified. While the making of images has been democratized and commercialized to the point where now we all are image makers, and all images are commercial. Image has come to drive definitions of self, public opinion and debate. Recognizing how and why images work, how they affect our perceptions, how

to unpack, subvert and recreate them, and the appropriation of the role of image maker from Artist to Advertiser and back to the People will be the core of the class. Readings include but not limited to: Walter Benjamin, Susan Sontag, Clement Greenberg, David Hockney, Dave Hickey, Niel Postman.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

ART-3016: Art & Rebellion

From its roots in Dada to the now vacant plinth of the Robt E Lee Memorial in Richmond, Protest Art has evolved into a powerful tactic and means of expression in the battles for social justice, equity and political change. In this seminar we explore not only the history of and influential examples from the past, but also the methods and analytical processes that underly many forms of political art, what "success" means for political art, and how to employ these methods and viewpoints to make impactful art for our time. Students will be

encouraged through projects to develop work around subjects meaningful and relevant to their own lives and passions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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'll 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 pre-cursors 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

Course Type Liberal & Disciplinary Studies

ART-3240: Contemporary View of Prehistoric to Gothic Art

Have we really changed since we walked out of the plains and began to develop the civilized world? Beginning with the Venus of Willendorf and the caves of Lascaux, this course will explore answers to this core question found in the art of Mesopotamia, Egypt, Greece, Rome, and Africa, amongst other locales. Through a contemporary investigation of the art of ancient cultures, we will appraise our shared world history of art and bring the art of the past into our lives today. The course will offer the latest scholarly information along with a museum trip, slide presentations, and videos for students to best understand and relate to the art made by our distant relatives.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

ART-3270: Los Angeles Art Now! Special Topics

Since the 1950s, Los Angeles has firmly established itself as one of the major art capitals in the world. This course, Los Angeles Art Now! will take students to many of the major exhibitions now on view at the city's leading institutions that have placed LA at the forefront of the international art scene. Given that the site of Los Angeles is the playing field for the course, students have a unique opportunity to comprehend Los Angeles through its artistic output and art spaces. Los Angeles Art Now! will meet both on and off campus at museums and cultural institutions and will be enhanced by guest lecturers, slide discussions, and readings as well as the opportunity to attend symposia, panel discussions, performances, and a wide range of other events.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**ART-3440: Post-Studio
Aesthetic**

The Post-Studio Aesthetic is an experiential art history and studio course that engages students of all sensibilities and skills in hands-on postmodern thought and art making practices. Core characteristics of this framework are the blurring of art and life and the abandonment of the use of the studio in favor of making art out in the world. What are the distinctive roles of artists and audiences in this context? How do we discern art from real life? What is the relevancy of a studio practice in our contemporary world? How does an artist track the impact of his/her work? In attempting to answer these types of questions students are exposed to the lives, works, and methods of early and cutting edge postmodern artists and also to the theoretical contributions of key scholars in the fields of aesthetics and cultural studies. 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

Course Type Liberal &
Disciplinary Studies

**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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

ART-3510: Independent Study: Art

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

ART-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**ART-3900AF: This Is Art:
Marcel Duchamp**

Why is the art gallery filled with balloons, or neon, or videos or detritus from the street and not paintings or drawings that we are traditionally used to? The answer is the historical influence of Marcel Duchamp and his best-known work, Fountain. This is Art: Marcel Duchamp is designed to introduce the student to the life and art of one of contemporary art's most important, influential and infamous characters who dramatically changed the

landscape of art. We will examine his work from his early paintings through his readymade sculptures in order to comprehend the terrain of contemporary art today. We will also investigate his influence into postmodern art, as expressed in the work of such figures as Robert Rauschenberg, Andy Warhol, Sherrie Levine and Felix Gonzalez-Torres. This workshop will be aided by slide lectures, videos, and readings in order to present the many facets of this truly interesting and exciting artist.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles, Antioch Univ Seattle

Method(s): Classroom, Workshop

Course Type Liberal &
Disciplinary Studies

**ART-3900Q: Approximately
Infinite Universe: the Art of
Yoko Ono**

Approximately Infinite Universe will illuminate the life and work of Yoko Ono, from her early multimedia paintings and performative works with Fluxus, to her written work and musical projects in order to elucidate and elevate this strong and often misunderstood artist. Yoko Ono may be one of the most obscured and maligned artists and figures

of the 20th century, due in part to her association with John Lennon, but this course will aim to reclaim and resituate Ono as one of the most challenging, intriguing, and important artists in contemporary art. We will observe how Ono's art constantly questioned the norm, bridged the East and West, and was an early advocate of feminist ideas, all while becoming a powerful voice for change and peace. Yoko Ono continues to be an inspirational artist to this day and we will examine her legacy both in art and music. This workshop will be aided by slide lectures, videos, and musical recordings in order to present the many facets of this truly interesting and exciting artist.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

ART-4510: Independent Study: Art

Study: Art

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

ART-4800: Special Topics in Art

Includes course offerings of special interest in contemporary art theory and applied arts

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle, Antioch Univ Santa Barbara, Antioch Univ Los Angeles
Method(s): Classroom, Online (asynchronous)
Course Type Liberal & Disciplinary Studies

ART-4900A: The City in Art

The city as both context and experience became a recurrent artistic subject around the late eighteenth century. Most paintings, sculptures, musical compositions, and literary works of those days not only made reference to the pulse of the incipient metropolis and its contradictions, but also gave way to city-inspired genres, and witnessed later on the birth of photography and film. Today, whereas the city remains an important subject of art, our urban experiences occur within a new globalized/localized high-tech spatial order. The city itself can often be the very medium some artists use to produce, disseminate and engage with their audiences as co-creators, either face to face or virtually. By examining some of the key artistic responses to the urban realm in the last two hundred years, this workshop will teach students a range of analytic

strategies drawn from cultural geography and the sociology of art. Together we will investigate how and why artists and cities have been historically connected, how to look for resonances of the urban experience within works of art and artistic practices, who gets included and excluded from the discourse, and how can we track the shifting role of artists and art audiences in urban settings.

Min. Credits: 1.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle
Method(s): Classroom, Workshop
Course Type Liberal & Disciplinary Studies

BIO (Biology)

BIO-1510: Independent

Study: Biology

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

BUS (Business)

BUS-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa

Barbara

Method(s): Classroom
Course Type Liberal & Disciplinary Studies

BUS-3400.LA: Nonprofit Program Design and Evaluation

At the heart of every nonprofit or nongovernmental organization is a program intended to serve some good purpose, whether to the benefit of society in general or, in some cases, the benefit of the members of the organization. But does it? Does the program in fact serve the organization's stated mission? This is the question of "mission alignment," one of three major areas of inquiry we will pursue. We will explore how nonprofits address or ignore this fundamental issue as they design, operate, and sometimes close programs. Related to this question is one of efficacy. The program may be aligned to the mission of the organization but is it being effective - and efficient - in fulfilling its stated purpose? This is the fundamental question of "program evaluation" and we will explore this subject also, examining how program evaluation is done. Between these two ends lies the area of program design. What does one need to do

in order to arrive at the desired result? This basic question will be our third area of inquiry.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

BUS-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

BUS-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

BUS-3562: Business Systems & Impacts

This course simulates leading a business in a global marketplace and emphasizes functional tactics and short-term decisions toward long-term strategy. The course is appropriate for student who have taken sustainable business courses, as well as for students with no business training or experience. Students work in teams, using a business simulation, while they exercise collaborative skills, apply theory to practice through integrated decision making and develop a systemic view of the business in its context. This hands-on learning experience is supplemented with readings, weekly mini-lectures, and debriefing discussions, that teach students essential financial, operational, marketing and ethical theory to inform their choices. Business decisions and consequences are discussed in the context of their impact on the planet, people and profits.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

**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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

BUS-3631: 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.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

BUS-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 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

BUS-3820: Intersectional Leadership Coaching

This course is an introduction to coaching principles and strategies. This experiential course will focus on bringing in real life scenarios, case studies, and leaning into uncomfortable conversations in service of building a coaching and communication strategy where all voices are valued. There will be active integration of theory and practice and we will co-create new ways of learning from each other. We will focus on ways to support professional and personal growth for those spearheading leadership coaching, lateral coaching, and change management work in organizations on the journey of social justice.

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

BUS-3980: 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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

BUS-3990A: Applied Studies Seminar: Culture in Professional and Community 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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

BUS-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

BUS-4530: Internship: Business

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Business Administration

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

Course Type Business Administration

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

Course Type Business Administration

CDE (Child Development & Educ)**CDE-3030: Child Psychology Considering Diverse Perspectives**

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

CDE-3040: Emerging Models of Childhood Education Through a DEI Lens

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

CDE-3200: Parent Child Relationship in a Diverse Society

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

CDE-3960: Ind Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning

outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

CDE-3980: Internship Or Practicum

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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

CFT (Couple & Fam Therapy)

CFT-5150: Family Violence and Larger Systems

This course will provide a foundation for understanding family violence in the context of larger systems from an ecological and gender-inclusive perspective. Students will learn to recognize environmental and familial risk factors, and contemporary evidence-based approaches to assessment and intervention. Students will learn about incorporating community resources and collaborative partnerships with larger systems in clinical practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Course Type Relational 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

Course Type Relational Therapy

CFT-5190: Family Studies Through the Lens of Human Development

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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-5, 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-5.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom,Online (asynchronous)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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
Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

CFT-6480: Introduction to Couples Therapy: Dyadic And Expanded Partnerships

This course will introduce students to a range of models for working with romantic relationships, with a focus on empirically validated therapies. Students will be introduced to theoretical foundations underlying clinical work with couples and expanded partnerships, as well as research on romantic partner 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)
Course Type Relational Therapy

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)
Course Type Relational Therapy

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
Course Type Relational Therapy

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
Course Type Relational Therapy

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

Course Type Relational Therapy

CFT-6962: CFT Internship 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)

Course Type Relational Therapy

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)
Course Type Relational Therapy

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)
Course Type Relational Therapy

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
Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

**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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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)
Course Type Relational Therapy

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
Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

CIN-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

CIN-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

CIN-3920B: Documentary Film & the American Psyche

This course will explore the psychology of documentary filmmaking and resulting impacts on individuals, communities and

the culture at large, through the study of fourteen particular films. Students will investigate various narrative forms of documentary film (poetic, expository, observational, participatory, reflexive, performative) and critically analyze the ways in which these forms enhance (and/or detract from) the impact of related issues, including media, civil rights, celebrity, suicide, political activism, and various mental health issues. An interactive class format will be utilized including critique of all assigned readings, weekly film screenings, guest artist Q&As, large and small group discussion, and self-reflective written assignments.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

CIN-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and

grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

CNED (AUNE Continuing Ed)

CNED-5480: Social Emotional Learning

This course is a great match for educators and paraeducators who are hoping to expand their knowledge and skills with regard to social emotional learning. The course will begin by engaging in our own learning and reflection about our social and emotional

competencies as educators; we'll continue on our individual learning journeys by expanding our awareness and capacity with regard to social and emotional intelligence. We'll then shift toward high-leverage practices we can implement on behalf of learners; we'll center these practices around three key areas: relationships, routines, and resilience. We'll conclude with a module dedicated to supporting learners in developing positive identities in a complex world. Throughout the course, educators will have ample opportunity to reflect on their practice and share ideas with other practitioners.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online
(asynchronous)

Course Type Continuing Education

CNED-5501: ACSR Crit 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

Course Type Continuing Education

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

Course Type Continuing Education

CNED-5750: ACSR Special

Topics I

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Continuing Education

CNED-5755: ACSR Special

Topics II

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Continuing Education

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)

Course Type Continuing Education

CNED-5830: Competency-Based Instructional Design and Facilitation

This course is specially designed to meet the needs of Inter-Lakes educators and is aligned directly to the ILSD Competency-Based Instruction Learning Progression. Participating educators will be empowered with the learning experiences and personalized support they need to make

significant shifts toward learner-centered instructional practices in a Competency-Based Education context. Educators will have the opportunity to determine a personalized pathway for their coursework, allowing them to specialize in project-based learning, constructivism, blended and personalized learning, or another approved pathway of their choice. Major summative assessments include developing a vision for competency-based, learner centered education, developing a competency-based performance assessment, designing a project or unit, and gathering and reflecting on a portfolio of learner-centered instruction and assessment practices.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

Course Type Continuing Education

CNED-5850: ACSR Special Topics III

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus

contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Continuing Education

CNED-5860: Blended and Personalized Learning

This course is a great match for educators who are looking to thoughtfully leverage technologies and innovate learning structures to meet the needs of learners in new and different ways - ways that will continue to transform teaching and learning beyond our current pandemic. The course will begin with an exploration of blended and personalized learning models. We'll then shift to designing blended and personalized learning experiences. As educators implement their learning design, we'll incorporate strategies to support learners and cultivate their independence on a daily basis. Throughout the course, educators will have ample opportunity to reflect on their practice and share ideas with other practitioners.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

Course Type Continuing Education

COM (Communications)

COM-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

COM-2530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:**

5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

COM-3205: Screenwriting for TV and Film

This course explores the art and craft of screenwriting through a workshop format. We will read and analyze several master screenplays from film, analyzing

the major craft elements of plot and characterization via Dialogue, Action, and Scenes. In addition to reading and analyzing screenplays from professional writers, students will construct their own acts (using prompts or adapting from a famous short story) practicing screenplay formatting and critiquing their drafts through a peer review/workshop process. This will also include a detailed critique of the original work by the professor.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

COM-3215: World Building 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, such as NK Jemisin's *The Fifth Season* (Science Fiction/Dystopian), and Philip K. Dick's *Do Androids Dream of Electric Sheep* (Science Fiction). Along with these novels, students

will read/discuss craft talks from famous writers of Speculative. In addition to reading and analyzing characters and world-building from professional writers, students will also be constructing their own scenes and critiquing their drafts through a peer review/workshop process.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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 models 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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom, Online Meeting (synchronous), Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

COM-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

COM-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

COM-3600: Business Communications

This course will explore and analyze technical and business writing theories and practices designed to be applicable to the production of business communication in the student's real world. It will teach the fundamentals of good business writing, including protocols for proposals, memoranda, electronic mail, good and bad messages, social media communications, and formal reports and proposals. In addition, there will be instruction in oral presentation and in depth practice on both an individual and a collaborative basis. Students will learn how to enhance their

business communication with technically based media.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

**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,Antioch Univ
Seattle,Antioch Univ Santa
Barbara

Method(s): Workshop

Course Type Liberal &
Disciplinary Studies

**COM-3900B: Special Topics in
Communication: Political
Communication**

The goal of this course is to define the dimensions of political communication and then to take a critical look at how the United States and other advanced democracies "talk" to citizens both in campaigning and governing and how citizens are able to "reply." From pamphlets

and speeches to the Internet Age, political communication has assumed many forms and used many devices and through this course, we hope to analyze a number of them.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

COM-3950: Aps Professional Seminar: Group Dynamics

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 Santa Barbara, Antioch Univ Seattle

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

COM-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

COM-3980: 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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

Course Type Liberal & Disciplinary Studies

COM-4010: Participatory Media

Fake news, net neutrality, and digital citizenship are examples of topics that are increasingly present in our everyday lives. Until very recently, the full power to produce, edit and disseminate information was primarily in the hands of corporate media. While

these media conglomerates have consolidated their monolithic grip on mainstream outlets, at the same time new affordable, portable and user-friendly communication and microblogging technologies have empowered individuals, groups and entire communities to become active producers and disseminators of their own messages. These new media activists freely disrupt, illuminate, engage, inspire, demystify, and democratize communication media. Often labeled as civic press, alternative media, community media, media of third degree, or radical media, these tools foster, at their core, active and politically engaged processes grounded on the principle of participation. Here we use the concept of Participatory Media to refer to the whole range of strategies and tools found in media activism. This course offers students the opportunity to use three lenses --history, theory, and technology--to analyze the implications of this unprecedented shift in which growing numbers of media audiences, including students themselves, may take media in their own hands and become active producers of information. The historical lens helps us track the social and political forces that have fostered

the emergence of participatory media. The theoretical lens exposes us to rich scholarly conversations that shed light on the new intersection of social communication and human agency. As for the technological lens, it puts us in touch with the mechanical and digital tools at the disposal of participatory media.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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): Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

COM-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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 ecosystem. 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)

Course Type Liberal & Disciplinary Studies

COMM (Communication-SE)

COMM-3010: 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
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3012: Intercultural Communication

Intercultural Communication examines how culture and communication intersect in global, national and local contexts. It analyzes different communication styles and the power of implicit cultural assumptions that impact effective communication across cultures. We explore communication in the context of globalization and on three interlocking levels: the micro level of individual experience, the meso-level of the general experiences of cultural groups, and the macro, geopolitical level. It is designed to cultivate critical thinking with an anchor in history, current global realities and communication theory. The aim is to stimulate the creative imagination and to increase sensitivity in a changing, multicultural world. The course facilitates our abilities to step back, listen, watch, speak and act in culturally appropriate ways with specific audiences in mind; to challenge our own implicit cultural

assumptions, and invite us out of our cultural comfort zones.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3014: Documentary Film

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

Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3016: Community Voices

Community Voices develops students' skills as storytellers, listeners, writers and scholars, and producers of media. Students learn to conduct interviews, engage in civic conversations and gain technical proficiency in audio production, all while examining the power of media and its role in facilitating social change. This course invites students to capture the stories of change makers in their communities.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3018: Citizen Journalism

Citizen journalists are changing the media landscape. They serve as first-hand witnesses to events by capturing police brutality, battlefield scenes in war and previously unreported local stories

in neighborhoods. They challenge official stories with documentary evidence, and brought fresh, from-the-street perspectives to audiences around the world. Citizen journalists are not professional journalist, but rather information gatherers and media 're-framers.' They include on-the-street observers who upload video to news sites, creators and contributors to blogs. Sometimes they work in tandem with news organizations providing "user generated content." Course work includes media theory, detailed case studies, a basic primer on best practices in citizen journalism and hands-on reporting.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3020: Fake News, Journalism & Politics

There have been and continue to be many instances of the power of "fake news" to influence citizens and to corrupt democratic processes. This research-oriented course explores the current media

environment, the roles of journalists, citizens, PR representatives and political leaders in shaping current debates. Assignments invite students to analyze recent and unfolding stories, and to grapple with the role of journalism as a medium for status-quo maintenance, and/or for facilitating significant political, economic or social change.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

COMM-3022: Surveillance

Surveillance explores the present-day realities of living in a hyper-connected world where data collection is ubiquitous. New technology has made possible the unprecedented gathering of information about individuals and groups by private, public and government interests. This course examines the history of surveillance and the current debates over privacy, security and freedom. Readings include excerpts from a history of the FBI, the Edward Snowden leaks

and cell-phone agreement policies. Students follow unfolding stories in the news and representations in popular culture, such as in film and/or literature.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

COMM-3024: Media for Social Change

Media for Social Change combines practice with theory on how citizens can create media to impact public discourse. By analyzing case studies of effective, local social justice campaigns, we'll examine the power of non-elite media practitioners to define issues using images, metaphors, data and story. During election cycles the course will follow any unfolding political campaigns by tracking how the candidates, the issues and the citizenry are depicted in mainstream and alternative media. Finally, we will step up and create our own media for social change projects, based on relevant and timely issues and

the latest research in political communication studies.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

COMM-4801: Special Topics in Communication & Media

Includes course offerings of special interest in communications.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom,Online

Meeting (synchronous)
Course Type Liberal &
Disciplinary Studies

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Creative Arts Therapies

COUC-5070: Art Therapy in Diverse Setting: Individ 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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Counseling

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Counseling

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

Course Type Creative Arts
Therapies

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)

Either Previous or Concurrent:
COUC-5310: Drama Therapy
Research

Course Type Creative Arts
Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

COUC-5510: Art Therapy Research in Individual and 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

Prerequisites: COUC5080:
Techniques and Practice of Art
Therapy,,COUC5180: Ethics in
Creative Arts Therapy,COUC6530:
Advanced Art Therapy
Assessment

Course Type Creative Arts
Therapies

COUC-5510S: Research and Evaluation

Introduces principles of ethical
research practice and social
science research methods for
counseling and art 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.

Min. Credits: 2.0 **Max Credits:**
4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New
England

Method(s): Online Meeting
(synchronous)

Prerequisites: For art therapy
students: Take COUN-5520:Tests
& Measurements and/or COUC-
6530: Advanced Art Therapy

Assessmnt before this class. For
drama therapy students: Take
COUC-5220: Intro Drama Therapy
before this class.

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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: COUN-5915:
Practicum Preparation

Course Type Relational Therapy

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: COUN-5915:
Practicum Preparation

Course Type Counseling

**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: COUN-5915:
Practicum Preparation

Course Type Relational Therapy

**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: COUN-5915:
Practicum Preparation

Course Type Counseling

**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)

Course Type Relational Therapy

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
Course Type Counseling

COUC-6004: Couple and Family Therapy/Art 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: 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

Course Type Relational Therapy

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

Course Type Counseling

**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

Course Type Counseling

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-5050: Systems Perspectives in Family Therapy, COUN-5220: Human Development in Family Cycle, COUN-5020: Comp Assessment III, COUC5930: Pre-Internship Practicum and Superv, COUC5310: Drama Therapy Research, COUN5815: App Fam Ther II Adol & Family, COUN5810: Applied Family Therapy Part I, COUN5020: Competency Assessment III, COUN5981: CFT Internship

Preparation, COUN5260: Psychodrama, COUC5200: Special Populations in Drama Therapy, COUC 5280: Community Based Theater & Sociodrama, COUC5320: CFT Research in Drama Therapy, COUN5800: Applied Couple Therapy
Course Type Relational Therapy

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: 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, COUC5940: Pre-Internship Practicum and Supervisio, COUC5310: Drama Therapy Research, COUC5260: Psychodrama, COUC5200: Special Populations in DT, COUC5280: Community Based Theater and Sociodrama, COUN5520: Assessment: Tests and Measurements, COUN5980: Internship Preparation
Course Type Counseling

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: COUC-6006:
CFT/DT Internship & CC Q1-4

Course Type Relational Therapy

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-6007:
CMHC/DT Internship & CC Q1-2

Course Type Counseling

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
Course Type Counseling

**COUC-6012: CFT/DMT
Internship/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

Course Type Relational Therapy

**COUC-6013: CMHC/DMT
Internship/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

Course Type Counseling

**COUC-6401: Art Therapy
Master's Project**

The student will integrate knowledge with regard to the profession of Art Therapy, including literature in the field, through a culminating project which may include, but is not limited to, thesis or other extensive, in-depth project. Use of established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for Art Therapists) may be included in keeping with the program mission and goals, along with established education standards. The student will participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for publication, submission of grant

application).

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New
England

Method(s): Online Meeting
(synchronous)

Course Type Creative Arts
Therapies

**COUC-6401X: Art Therapy
Master's Project Continuation**

The student will integrate knowledge with regard to the profession of Art Therapy, including literature in the field, through a culminating project which may include, but is not limited to, thesis or other extensive, in-depth project. Use of established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for Art Therapists) may be included in keeping with the program mission and goals, along with established education standards. The student will participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for

publication, submission of grant application).

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Prerequisites: COUC 6401: Art Therapy Master's Project

Course Type Creative Arts Therapies

COUC-6402: CMHC/AT Internship & CC Q1-2

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

Course Type Counseling

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts Therapies

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

**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

Course Type Counseling

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

Course Type Relational Therapy

**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: MC Cultivating Self
Awareness

Course Type Counseling

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

Course Type Counseling

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)

Course Type Counseling

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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

Course Type Relational Therapy

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. Through this process, students

begin to apply multicultural perspectives to their personal lives and professional work. Students learn ways to cultivate self-awareness when providing culturally competent and culturally humble counseling. Students will learn and examine how their own cultural heritage shapes their own attitudes, values, beliefs, and behaviors 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

Course Type Counseling

COUN-5040: Multicultural Perspectives

The purposes of this course are twofold. First, the class 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 clinical practice of counseling. Second, the course continues to enhance students' abilities to apply their knowledge in the area of multicultural perspectives to their personal

lives and professional work. Culture will be defined broadly to address race and ethnicity (including national origin) with cultural intersections such as religion, gender, socioeconomic status, age, sexual orientation, and persons with disabilities. This intersectionality framework further enhances the skills necessary for culturally responsive awareness and interactions, with specific emphasis on how to think critically about and hold multiple perspectives in preparation for culturally competent counseling. Finally, the course will introduce students to global mental health to increase cultural humility in clinical practice. Multicultural Perspectives is the second course in a two-quarter sequence (following Family of Origin Systems) for entering clinical students.

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/COUN-5001 CMHC Group

Advising

Course Type Counseling

COUN-5041: Multicultural Perspectives

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

Course Type Counseling

COUN-5042: Family of Origin Systems

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)

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Counseling

**COUN-5080: Counseling
Profes & 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

Course Type Counseling

**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

Course Type Creative Arts Therapies

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
Course Type Counseling

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)

Course Type Relational Therapy

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

Course Type Counseling

**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

Course Type Counseling

**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

Either Previous or Concurrent:
COUN-5060: Commun &
Counseling Skills or COUN-5061
Clinical Skills for CFTs

Course Type Relational Therapy

**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

Course Type Counseling

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

Course Type Relational Therapy

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

Either Previous or Concurrent:

COUN-5040: Multicultural

Perspectives or COUN-5041: MC Intersectionality

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

COUN-5182: Human Sexuality: Foundations in Counseling Gender and Sexual Minorities

In this course we will discuss how to broach topics of sex, sexual and affectual identity expressions, gender, erotic template and relational structures with our clients. We will learn how to integrate LGBTQIAKIP+affirming care into our work as mental health counselors and when to refer out to specialists like sex therapists. Students can expect to explore the socio-political history of both queer and trans*

liberation movements with respect to mental health care; discuss anti-oppressive, intersectional developmental models of sexual and gender identity and expression; promote awareness of growth-edges and biases in service of becoming a GSM-affirming and sex affirming practitioner; and introduce you to GSM-affirming practice and theory within clinical mental health counseling settings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New
England

Method(s): Classroom

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Counseling

COUN-5310: 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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

COUN-5350: Historical and Socio-Cultural Perspectives

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

**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

Course Type Counseling

**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

Course Type Counseling

**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

Course Type Counseling

**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

Course Type Counseling

**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)

Course Type Counseling

**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)

Course Type Counseling

**COUN-5456: Latinx/e 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)

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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

Course Type Counseling

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)

Course Type Relational Therapy

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
Course Type Counseling

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
Course Type Counseling

**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
Course Type Counseling

**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)

Course Type Relational Therapy

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 polices 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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

**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

Course Type Relational Therapy

**COUN-5701: Substance Use
Disorder Law & Ethics**

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

Course Type Counseling

**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
Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

COUN-5750: Special Topics:

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Relational Therapy

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

Either Previous or Concurrent: Take COUN-5060 Commun & Counseling Skills or COUN-5061 Beginning Clifical Skills for CFT before this class.

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Either Previous or Concurrent: Take COUN-5061 Clinical Skills for CFT or COUN-5060 Commun & Counseling Skills prior to this class

Course Type Relational Therapy

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-5050: Systems Perspectives in Family Therapy

Either Previous or Concurrent: COUN-5060: Communication and Counseling Skills or COUN-5061: Clinical Skills for CFTs

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

**COUN-5900: Special Topics in
Mental Health Cnslng**

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
Course Type Counseling

**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
Course Type Relational Therapy

**COUN-5905: Pre-Internship
Practicum Orientation**

Students prepare for the pre-internship practicum process by reviewing necessary program requirements, ethics, standards of professional counseling identity, and Washington State telehealth practices. Students complete the administrative steps necessary to prepare for enrollment in the Pre-Internship Practicum and Supplemental Supervision courses.

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ
Seattle
Method(s): Classroom
Course Type Counseling

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

COUN-5915: Counseling Practicum Preparation

This course is required for students who are two to three quarters away from starting their practicum. Students learn information for securing a practicum secondary site and the prerequisites and other necessary conditions to begin practicum.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom

Course Type Relational Therapy

**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-5915:
Practicum Preparation

Course Type Counseling

**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

Course Type Relational Therapy

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: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Clinical Training

Corequisites: COUN-5920: Pre-Intern Practicum in CMHC

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

**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-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,COUN-5070: Group
Counseling,COUN-5060: Commun
& Counseling Skills,COUN-5105:
Counseling Theories & Practice: Pt
1,COUN-5030: Family of Origin
Systems or COUN-5042: MC
Cultivating,COUN-5040:
Multicultural Perspectives or
COUN-5041: MC Intersectionality
Course Type Counseling

**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

Course Type Relational Therapy

**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 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, COUN-5060: Communication & Counseling Skills, COUN-5070: Group Counseling, COUN-5105: Counseling Theories & Practice: Pt 1, COUN-5030: Family of Origin Systems or COUN-5042: MC Cultivating, COUN-5040: Multicultural Perspectives or COUN-5041: MC Intersectionality
Course Type Counseling

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

Course Type Relational Therapy

**COUN-6007: Clinical Mental
Health Counseling Internship
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-5231:
Human Grwth & Development
Acrss Lifesp,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-5060: Commun & Counseling Skills, COUN-5070: Group Counseling, COUN-5105: Counseling Theories & Practice: Pt 1, COUN-5030: Family of Origin Systems or COUN-5041: MC Intersectionality, COUN-5040: Multicultural Perspectives or COUN-5042: MC Cultivating: Self Awareness

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Relational Therapy

**COUN-6014: CFT Internship
Case Consultation Q5+ - 0
Credit**

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: 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-
5020: Competency Assessment
III

Course Type Relational Therapy

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

Course Type Relational Therapy

COUN-6032: Professional Orientation and Ethical Practice

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)
Course Type Relational Therapy

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
Course Type Relational Therapy

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
Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

COUN-6140: Clinical Treatment of Older Adults and Family

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

**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

Course Type Counseling

**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

Course Type Relational Therapy

**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.

Course Type Counseling

**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

Course Type Counseling

**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

Course Type Counseling

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: Take COUN-5105:
Counseling Theories and Practice
Pt 1

Course Type Counseling

**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)

Course Type Counseling

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
Course Type Counseling

**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

Course Type Counseling

**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

Course Type Counseling

**COUN-6420: Advanced
Theories: Developmental
Transformations**

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

COUN-6662: Family Couns Apprch 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

Course Type Relational Therapy

COUN-6700: Attunement Skills in Multicultural Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Counseling

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)

Course Type Relational Therapy

COUN-6900: SIS - Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

COUN-6901: SIS-Diagnosis & Treatment

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

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

Course Type Relational Therapy

COUN-6903: SIS-Human Development and Diversity

Student and instructor design an individualized course of study to enable exploration of topics not

generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 Max Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

COUN-6904: SIS-Research & Evaluation

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 Max Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

COUN-6905: SIS-Group/Soc Sys

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning

outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 Max Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

COUN-6906: SIS-Ind

Assmt/Interven

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 Max Credits: 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

COUN-6907: SIS-Supervised Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 Max Credits:

6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

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

Course Type Counseling

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)

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

COUN-7000: Academic Writing & Scholarship

The purpose of the course is to assist students in forming scholarly lines of inquiry and conveying those ideas through the written word to specific audiences. Students will be expected to create a collaborative writing community to build writing skills, confidence, and voice while developing methods for offering

constructive feedback to other writers. They will also learn how to focus ideas into research questions, gather and critically analyze resources to build arguments, and assert ideas through writing.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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
Course Type Counseling

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
Course Type Counseling

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)
Course Type Counseling

COUN-7620: Civil Enrichment, Public Policy, and Resilient Narratives

This course is designed to provide CES doctoral students with advanced understanding and experience in areas of civil enrichment, public policy, and resilient narratives within global communities. With an emphasis on human rights and community care, this course explores histories of violence and dehumanization; investigates origins of systems of power, privilege, and oppression as they inform public policy and legislative practices; and reaffirms current and ongoing manifestations of supremacy, marginalization, and inequity in communities. Further, this course celebrates the power of communities through a resilience lens, while highlighting

principles of cultivating human connectedness and unity through open-heartedness and compassion. Lastly, through relevant information, students are called into action for human rights advocacy and equitable social change

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
(asynchronous)

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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
Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

COUN-8010X: CES Internship Supervision Continuation

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: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Clinical Training

Course Type Counseling

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

Course Type Counseling

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 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Thesis / Dissertation

Course Type Counseling

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
Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Thesis / Dissertation

Course Type Counseling **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): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

CRW (Creative Writing MFA)**CRW-3530: Creative Writing Independent Study**

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

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, writing for the screen, playwriting), 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)

Course Type Creative Writing

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, writing for the screen, playwriting), 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

Course Type Creative Writing

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, writing for the screen, playwriting), 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

Course Type Creative Writing

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, writing for the screen, playwriting), 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

Course Type Creative Writing

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

Course Type Creative Writing

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, writing for the screen, playwriting), 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-5400: Res & Proj Period IV

Course Type Creative Writing

CRW-5600: Additional Project Period Mentoring

The Professional Development Semester (PDS) is an optional fifth (or, sixth for dual concentration students) to receive an extra semester of creative writing mentoring in any chosen MFA genre. 5 units.

Min. Credits: 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online (asynchronous)

Course Type Creative Writing

CRW-5601: Additional Project Period Mentoring

Min. Credits: 5.0

Credit Basis: Semester credit

Location(s): Antioch Univ Santa Barbara

Method(s): Online (asynchronous)

Course Type Creative Writing

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)

Course Type Creative Writing

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)

Course Type Creative Writing

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)

Course Type Creative Writing

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)

Course Type Creative Writing

CRW-6000: Certificate in the Teaching of Creative Writing

A Post-MFA Certificate in the Teaching of Creative Writing is available as an additional semester beyond the MFA degree. The Post-MFA Certificate allows students to participate in supervised teaching of creative writing, as well as to learn about the pedagogy of teaching creative writing. 12 units.

Min. Credits: 12.0

Credit Basis: Semester credit

Location(s): Antioch Univ Los Angeles

Method(s): Online
(asynchronous)

Course Type Creative Writing

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)

Course Type Creative Writing

CSC (Computer Science)

CSC-2510: Independent Study: Computer Science

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Clinical Psychology

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts
Therapies

**DMT-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

Course Type Creative Arts
Therapies

**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

Course Type Creative Arts
Therapies

**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

Course Type Creative Arts
Therapies

**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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Relational Therapy

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

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

Course Type Creative Arts
Therapies

**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)

Course Type Creative Arts
Therapies

**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)

Course Type Creative Arts Therapies

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-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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

DMT-6410: 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: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Creative Arts Therapies

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England

Method(s): Clinical Training, Online (asynchronous), Classroom

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

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
Course Type Liberal Arts, Science & Social Science

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
Course Type Liberal Arts, Science & Social Science

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
Course Type Liberal Arts, Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

**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

Course Type Liberal Arts,
Science & Social Science

**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

Course Type Liberal Arts,
Science & Social Science

**ECE-2000: ECE Disaster
Planning & Response**

Focus on anticipating a range of disaster situations that could affect CRECE programs and devising and implementing appropriate responses. Special emphasis on accommodations required to deliver early childhood programs during a pandemic.

Min. Credits: 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Prior Learning

Course Type Liberal Arts,
Science & Social Science

**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)

Course Type Teacher Education

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)

Prerequisites: ECE-5710: Intr.Reggio Emilia Approach-A

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

ECE-6450: The Atelier & Learning - Arts Integratn

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

Course Type Teacher Education

ECE-6550: Compar Apprch 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

Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ECO-3050: Natural History of Santa Barbara

This course examines local habitats in the Santa Barbara region, including sloughs, chaparral, streams, and gardens. Research and observational techniques will focus on contemporary ecological problems in diverse habitats, exploring solutions that emerge. This course incorporates knowledge of flora, vertebrate and invertebrate fauna, geology, chemistry, and ecological restoration and will include field work at various habitats.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ECO-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ECO-3980: ECO:

Practicum/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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

ECO-4800: Eco-Spirituality

In the 21st century, the global human family is living in the midst of a spiritual crisis of unprecedented proportions. Beset by apocalyptic visions of global warming, nuclear Armageddon and wars without end, the human soul is looking for a new dispensation, a new way of imagining the nature of the divine and the place of the human in an expanding universe, a way that is fully consistent with the emerging vision of the evolving cosmos revealed by science. In response to this cry for meaning, new

forms of eco-spirituality are emerging that turn to the wisdom of the Earth herself as a source of hope and meaning. If only we could hear her voice! This class will explore this newly emerging eco-spiritual vision of the Dream of the Earth through the work of Thomas Berry, Jacob Needleman, Joanna Macy, Sandra Ingerman, Bill Plotkin, Anne Baring, Llewelyn Vaughan-Lee and other contemporary writers. The experiential portion of the class will focus on psycho-spiritual techniques for enhancing our communication with the Anima Mundi (the Soul of the World) and the design and enactment of a Council of All Beings ritual.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

ED (Education General)

ED-0010: 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,Online (asynchronous)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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

Course Type Waldorf

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

Course Type Waldorf

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)
Course Type Waldorf

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)
Course Type Waldorf

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)
Course Type Waldorf

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)
Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

ED-6503: Pronatalism, Overpopulation, and the Planet

The decision to have children or not is arguably one of the most important choices 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 about whether, when and with whom to have a child. Pronatalism—a set of socio-cultural, ethno-political, religious, and patriarchal pressures that encourage, incentivize, 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 eight billion currently. There is rising public awareness that overpopulation and rampant overconsumption are driving climate change, resource scarcity, and biodiversity collapse, yet it is a challenging issue to discuss. In this course, we will examine a range of cultural narratives and national policies used to manipulate fertility rates, and their implications for human rights and reproductive autonomy. There will be a special focus on the pervasive influence on

pronatalism and human supremacy as drivers of population growth, as well as reproductive and ecological injustice. We will also examine the implications of the current reluctance in the international conservation and development community to address population directly as a driver of multiple social and ecological crises. 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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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

Course Type Education

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
Course Type Education

ED-6903: SIS-Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England

Method(s): Independent Study
Course Type Education

ED-6905: Supervised Independent Study Spec Educ

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England

Method(s): Independent Study
Course Type Education

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
Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Waldorf

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

Course Type Teacher Education

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

Course Type Waldorf

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

Course Type Waldorf

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

Course Type Education

**ED-6950: Ldrshp Pract:
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

Course Type Teacher Education

**ED-6960: Leadership
Practicum: Teacher Evaluatn**

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

Course Type Teacher Education

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)

Course Type Waldorf

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
Course Type Waldorf

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
Course Type Education

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

Course Type Teacher Education

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

Course Type Waldorf

ED-6991: Master's Project Writing Elements and Style

This course prepares students for a Master's Project and the types of writing they will encounter in a more formal academic setting. Simultaneously, it strives to give students the perspectives and skills to make their own choices in adapting formal writing to serve their interests and goals. Students in the course practice many of the formal writing skills they will use in a research-based Master's Project, especially: writing focused and answerable research questions; framing and writing reviews of literature; clearly attributing ideas and handling source material; choosing appropriate methods; framing findings; and providing overarching structure in a large project. The course consists of 7 synchronous meetings alternating with asynchronous lessons and peer review. Any student may register for the course, but it is

primarily designed for those students intending to move on to ED-6990 (Master's Project). By the conclusion of the course, students will have prepared a portfolio of approximately 20 pages of written work. Some or all of the portfolio material may then be revised in ED-6990 to a Master's Project Proposal, and then eventually to part of the final Master's Project.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Waldorf

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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Education

EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL

Weaving SEL into the classroom using Equity, Trauma-Informed Practices, and PBL. What does social-emotional learning look like if we think beyond packaged lessons or scripted curriculum? How might we authentically weave social and emotional awareness into our daily practice? And how do we ensure that SEL helps instead of harms? These are questions we will explore in this course, braiding together social-emotional learning, equity, and trauma-informed education.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Education

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

Course Type Education

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

Course Type Education

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)

Course Type Teacher Education

EDC-5160: Schl 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

Course Type Teacher Education

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

Course Type Teacher Education

EDC-5210: Facilitating Communities of Prof Pract

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Education

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)

Course Type Teacher Education

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)

Course Type Waldorf

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)

Course Type Teacher Education

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)

Course Type Waldorf

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)

Course Type Waldorf

EDC-5381: Math Methods in the Waldorf Grade School 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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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

Course Type Waldorf

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

Course Type Waldorf

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

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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

Course Type Waldorf

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

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

**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

Course Type Waldorf

**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)

Course Type Teacher Education

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

Course Type Waldorf

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)

Course Type Waldorf

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)
Course Type Waldorf

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
Course Type Teacher Education

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)
Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Education

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

Course Type Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

EDC-6820: Building Inclusive Learning Communities

This course explores face-to-face and online community building tools and strategies and the facilitation of learning experiences that support and engage all learners in the content being taught. We will investigate the use of supporting technology for use in the classroom and as a supplemental learning tool. Topics include establishing "Rightful Presence" for all students in the classroom creating a safe place

for them to engage in learning through their unique and individual lenses of life experience. We will also learn more about ensuring that students, no matter their varied abilities, are supported to learn and be viable members of the learning community through evidence-based practices including Universal Design for Learning and Choice Theory. Online Course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

Course Type Teacher Education

EDC-6871: Principles of STEAM

What does it mean to teach and engage our students in our modern world? How might we use principles of STEAM (Science, Technology, Engineering, Art, Mathematics) to engage all students? How can we design and implement STEAM education and design thinking strategies building on our professional priorities (ie. the Critical Skills Classroom, nature based education, arts integration, etc.) as well as developmentally appropriate pedagogy? How do we help our

students develop the knowledge, skills, and dispositions to situate them to be competitive in school, and later in their careers? How can we provide students with learning experiences that tap into their interests and passions? 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. Along with examining current trends, literature, and resources in this field, participants will design powerful learning experiences for these classrooms as well as formative and summative assessments. Students will work both on their own and collaboratively to explore and learn about these various topics for practical classroom implementation. Focus will also be given to modern tools to support STEAM learning in both face-to-face and virtual environments. Online Course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous)

Course Type Teacher Education

EDC-6885: Authentic Lesson Design & Assessment

The course will explore the intersections of problem-based challenge design and 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. Online Course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online

(asynchronous)

Course Type Teacher Education

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)

Course Type Teacher Education

EDC-6900: SIS-Curriculum & Instruction

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6901: SIS-Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6902: SIS-Curric-Soc Stud

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6903: SIS-Integrated Arts

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6904: SIS-Crit Skls Curric

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6905: SIS-Curric Design

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6906: SIS-Movement & Storytelling

Student and instructor design an individualized course of study to

enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6907: SIS-Math Method

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6908: SIS-Critical Skills

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDC-6909: SIS-Waldorf Cur

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Waldorf

EDL (Educational Leadership)

EDL-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)

Course Type Education

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

Course Type Teacher Education

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)
Course Type Teacher Education

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
Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

EDL-6400: Principles & Practice of Mindful Ldrshp

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)

Course Type Teacher Education

EDNC (Non-Credit Workshops)

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-0040: Arts to Accompany Foundatns Humn Exp

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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-0080: 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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-0100: 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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-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

Course Type Waldorf

EDNC-0200: 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

Course Type Waldorf

EDNC-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

Course Type Waldorf

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

Course Type Teacher Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

EDP-5620: Risk Mgt for Nature based Early Chldhhd

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

Course Type Teacher Education

EDP-5620.SB: Risk Mgt for Nature based Early Chldhhd

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

Course Type Teacher Education

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)

Course Type Education

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
Course Type Teacher Education

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)
Course Type Teacher Education

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)
Course Type Teacher Education

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)

Course Type Waldorf

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Waldorf

**EDP-6160: Real World
Sustainability**

The purpose of this course is to apply systems thinking to designing and building school community partnerships. We will explore integrated systems within schools and organizations which enable them to serve community, and we will consider the larger municipal, national, and global systems in which they are embedded, including ecological, economic, and social systems. Children's participation will be at the heart of the course as we investigate the implications of systems thinking and partnership for sustainability, climate change, and place-based education. Further attention will be given to structures ranging from those designed to manage interrelated institutional systems (heating/cooling, food services, water, and electrical) to broader green building, community development, and climate change initiatives. Applying what they learn to their own school or organization, students will formulate recommendations to improve systems, build

community, and increase youth participation to promote sustainability and address climate change

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New
England

Method(s): Online
(asynchronous)

Course Type Teacher Education

**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)

Course Type Waldorf

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)

Course Type Waldorf

EDP-6512: Kairos Institute II

This Institute brings together Waldorf educators and anthroposophical practitioners with experts in the field of healing education. The theme varies each summer, preparing teachers and those in healing professions to recognize the behavioral and physical expressions of children and adolescents who may suffer from the effects of PTSD or acute trauma. Activities include lectures, seminars, and artistic practice alongside trauma-preventive therapies, including clay, animal therapy, painting, and movement. The coursework of Kairos Institutes I and II is

complementary and takes place over the course of two summer semesters.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Course Type Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Waldorf

EDP-6672: Kairos Institute I

This Institute brings together Waldorf educators and anthroposophical practitioners with experts in the field of healing education. The theme varies each summer, preparing teachers and those in healing professions to recognize the behavioral and physical expressions of children and adolescents who may suffer from the effects of PTSD or acute trauma. Activities include lectures, seminars, and artistic practice alongside trauma-preventive therapies, including clay, animal therapy, painting, and movement. The coursework of Kairos Institutes I and II is complementary and takes place over the course of two summer semesters.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom,Online (asynchronous)

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

EDP-6900: SIS-Educ & Social Policy

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDP-6902: SIS-Ed Resrch/Change

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning

outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDP-6904: SIS-Chldrn Spec Needs

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

EDR (Educational Research)

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

Course Type Education

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

Course Type Education

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

Course Type Education

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)

Course Type Teacher Education

EDR-6200: Practicum-Equity & Change

The primary goal of this practicum is for students to engage in a cycle of inquiry around equity in their own teaching practice. Working with their advisor, students will identify an "equity issue" in their classroom or school setting and then engage in a cycle of inquiry around this equity issue. The cycle of inquiry will include identifying the issue and the student or students affected, gathering information on how this issue might be addressed, trying a change in their practice to help address this issue, and keeping track of what happens when they make this change. Advisors will assist students with the development of this cycle of inquiry related to their project.

Ideally, the equity issue should be some aspect of their work over which they have real control.

Working within their own classroom or program, students have oversight/control for what happens. Critiquing their own teaching is not easy, but essential in order to equitably distribute "necessary opportunities to learn and thrive." It's important that the project focus on a change in THEIR behavior and practice. This change may have an impact on their students, which is what they are hoping to see, but the focus should be on what they can do that makes a difference.

Whenever possible, students are encouraged to do this practicum work in the context of whatever natural professional learning communities already exist in their school or district.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching

Course Type Teacher Education

EDR-6900: SIS-Practicum Curriculum

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus

contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Teacher Education

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

Course Type Teacher Education

EDR-6940: Practicum-Curriculum

Teachers are constantly adapting and creating materials to encourage students' interests, stay current with the field of education, and support learning goals set by the teacher, students, families, and by the district or state. Curriculum may be planned in advance, or emerge in response to opportunities that arise. In addition, the teacher may be striving to enact a particular philosophy, set of values, or approach (e.g. Reggio, Nature-Based). The Curriculum practicum provides an intensive semester in which students engage in a cycle of inquiry around the changes that they make as they teach. Working with their advisor, students develop a question or set of questions about

their curriculum. Then using student work, observations of student learning, and whatever assessments are part of normal teaching, students evaluate the impact of their efforts on the students they teach. Students engage in a regular cycle of inquiry that enables them to reflect upon teaching and learning experiences to consider how the curriculum is meeting the students' needs. Practicum students are encouraged to do this work in the context of whatever natural professional learning communities already exist in their school. Advisors will assist with the development of a cycle of inquiry and help connect students with resources specific to the challenges they face.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

EDT-5140: Buddhist Frmwks / 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)

Course Type Teacher Education

EDT-5200: Awareness Body Mind Heart; Path to Chg

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)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

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)
Course Type Teacher Education

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)

Course Type Teacher Education

EDT-5470: Tech Tools 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. 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 ways in which technology can support building learning communities, instruction and assessment, Universal Design for Learning (UDL) and online portfolios. Finally, students will develop an ePortfolio 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)

Course Type Teacher Education

EDT-5500: Critical Skills Classroom Immersion

This course is designed to be an introduction to and immersion in the Critical Skills Classroom approach. Participants will explore the foundations of the Critical Skills Classroom, the creation and maintenance of the Collaborative Learning Community, and the integration of problem-based learning, experiential learning, collaborative learning, and standards-based learning. Students will develop problem-based experiential challenges, and techniques for feedback reflection, and assessment for use in their own classrooms and/or contexts. Particular attention is given to understanding strategies for developing and maintaining a collaborative learning community; setting and assessing standards for quality work; targeting and assessing critical skills and dispositions within curriculum frameworks. Students will utilize the experiential cycle as a framework for designing problem-based challenges that build community, teach classroom systems, introduce skills and dispositions, address subject area standards, and for guiding and coaching students' production and reflection processes.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Course Type Teacher Education

EDT-5502: Critical Skills

Immersion 1 - Foundations

This course is designed to be an introduction to the Critical Skills Classroom approach and should be paired with EDT-5504: Critical Skills Immersion 2 - Applications. Participants will explore the foundations of the Critical Skills Classroom, the creation and maintenance of the Collaborative Learning Community, 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 the classroom as a strong, collaborative learning community; Setting standards for quality work; Targeting critical skills and dispositions within curriculum frameworks; Designing problem-based classroom challenges that build community, teach classroom systems, and introduce skills and dispositions; and Organizing teaching and Learning via the Experiential Cycle

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Teacher Education

EDT-5504: Critical Skills

Immersion 2 - Applications

This course is designed to be an in-depth introduction to the Critical Skills Classroom approach and should be paired with EDT-5502: Critical Skills Immersion 1 - Foundations. Participants will deepen their understanding of the maintenance of the Collaborative Learning Community, the development of problem-based experiential challenges, and techniques for feedback reflection, and assessment. Particular attention is given to understanding strategies for: Maintaining the classroom as a strong, collaborative learning community; Setting and assessing standards for quality work; Targeting and assessing 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; Applying the Experiential Cycle as a framework for teaching and learning; and Guiding and coaching students' production and reflection processes using the Experiential Learning Cycle.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Either Previous or Concurrent: EDT-5502: Critical Skills Immersion 1

Course Type Teacher Education

EDT-5506: Classroom Practice 1

This course provides support for teachers working to build or deepen their pedagogical skills via individualized advising, coaching, research, implementation, and reflective practice. Participants will engage in a targeted cycle of inquiry around their classroom practice, setting data-informed goal, investigating, implementing and documenting relevant strategies, tools, processes and resources, reflecting upon new learning and emerging goals, and surfacing a new goal or goals for further study. Possible areas of study may include: Developing

and maintaining the classroom as a strong, collaborative learning community; Setting and assessing standards for quality work; Targeting skills and dispositions within curriculum frameworks; Designing student-centered learning experiences that address subject area standards through a meaningful context for learning; and Using the Experiential Learning Cycle as a framework for understanding teaching and learning. This course may be paired with EDT-5502: Critical Skills Immersion 1 - Foundations and EDT-5504 Critical Skills Immersion 2 - Applications; or EDT-5500: Critical Skills Classroom Immersion.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Teacher Education

EDT-5508: Classroom Practice 2

This course provides additional support for teachers working to build or deepen their pedagogical skills via further individualized advising, coaching, research, implementation, and reflective practice. Participants will engage

in an additional targeted cycle of inquiry by setting a data-informed goal, investigating, implementing and documenting relevant strategies, tools, processes and resources, reflecting upon new learning and emerging goals, and surfacing a new goal or goals for further study. Possible areas of study may include: Developing and maintaining the classroom as a strong, collaborative learning community; Setting and assessing standards for quality work; Targeting skills and dispositions within curriculum frameworks; Designing student-centered learning experiences that address subject area standards through a meaningful context for learning; and Using the Experiential Learning Cycle as a framework for understanding teaching and learning.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Teacher Education

EDT-5512: Inclusion in the Experiential Classroom: PBL, Critical Skills, & STEAM

This course will dive deeply into the ideology, evidence based

practices, and teaching approaches within the Critical Skills classroom that support learning for students at any stage of development, age, or ability level. We will dive deeply into Social Emotional Learning purposes, applications, and outcomes that support student engagement. We will also discuss the intentionality and import of developing a high quality and safe learning community to enhance student meaning-making, skill development and related dispositions supporting collaboration and critical thinking.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Prerequisites: EDT-5500 or EDT-5504: Critical Skills Immersion

Course Type Teacher Education

EDT-5720: Human Development

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

Course Type Teacher Education

EDT-5750: Special Topics in the Critical Skills Classroom

This course provides additional support for teachers working to build or deepen their pedagogical skills via further individualized advising, coaching, research, implementation, and reflective practice. Participants will engage in an additional targeted cycle of inquiry by setting a data-informed

goal, investigating, implementing and documenting relevant strategies, tools, processes and resources, reflecting upon new learning and emerging goals, and surfacing a new goal or goals for further study. Possible areas of study may include: Developing and maintaining the classroom as a strong, collaborative learning community; Setting and assessing standards for quality work; Targeting skills and dispositions within curriculum frameworks; Designing student-centered learning experiences that address subject area standards through a meaningful context for learning; and Using the Experiential Learning Cycle as a framework for understanding teaching and learning.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous), Classroom

Prerequisites: EDT-5500 or EDT-5504: Critical Skills Immersion

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Waldorf

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)

Course Type Teacher Education

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

Course Type Waldorf

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

Course Type Teacher Education

EDT-6162: Principles of Sustainability & Climate Change

The purpose of this course is to uncover the foundational principles that govern all sustainable systems, including a dynamic balance between human activities and climate. It will focus on three scientific laws (the law of limits to growth, the second law of thermodynamics, and the law of self-organization) and numerous substantive strategies for addressing climate change that are scientific, social, and cultural in nature. The laws and strategies will be examined at various spatial and temporal scales in biological and ecological systems to show how they function in the world. We will then

examine them in the context of human systems - organizational, social, economic, political, and 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

Course Type Environmental Studies

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)

Course Type Teacher Education

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

Course Type Teacher Education

EDT-6202: The Nexus of Climate Change & Sustainability Education

This course explores the three Es, equity, economy, and environment, in the context of the history and practice of sustainability education (SE). Climate change education (CCE) with a focus on solutions is included using the lens of a proposed fourth E, enough. We will study the nexus of CCE and sustainability education (SE)

during the past century as we clarify the meaning of the terms, sustainability and solutions-based education. Beginning with a review of the historical initiatives and events that gave rise to CCE and SE, we will investigate the conceptual components of this field, while simultaneously considering our personal perspectives on them. We will then turn our attention to the strategies and guidelines applied in the practices of CCE with SE, gaining global perspective by researching their implementation in a variety of contexts.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Environmental Studies

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

Course Type Teacher Education

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.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom,Online (asynchronous)

Course Type Teacher Education

EDT-6500: Adv Topics in Nature based Early Childhd

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)
Course Type Teacher Education

EDT-6900: SIS-Theor/Philos Found

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Independent Study
Course Type Teacher Education

EDT-6902: SIS-Philosophy of Education

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New

England
Method(s): Independent Study
Course Type Teacher Education

EDT-6904: SIS-Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Independent Study
Course Type Teacher Education

EDT-6906: Teaching and Learning Capstone

This culminating course is designed to provide a structured opportunity for students to reflect on their learning experiences as emerging educators, document their strengths and growing edges, and make concrete plans for further growth and development as classroom teachers. Particular emphasis will be given to: Understanding why the student chose to enter the classroom; Reflecting on one's experiences as k-12 student; Reflection on one's experiences as a classroom teacher; Surfacing

growing edges and opportunities for growth and improvement as a classroom teacher; Establishing short-and long-term professional goals related to strengths and growing edges; Documenting professional networks and the opportunities available therein. Students should register for this course in their last semester.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Education

EDU (Education)

EDU-1510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

EDU-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

EDU-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

EDU-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

EDU-3900C: History & Contemporary Issues: Schooling African-Americans

In this workshop students will examine critically the historical,

pedagogical, cultural, and social underpinnings and issues related to the "schooling" of African Americans. Participants will trace major paths, efforts and movements pursued by African Americans during the period of early informal training prior to the reconstruction era up through the Brown v Board of Education decision, Civil Rights Movement of the 1960s and the ensuing Black Power movement. A primary focus will additionally include a critical examination and analysis of the contemporary urban school reform movement, and the public and charter school movements pursued during the mid 2000s. Guest panel experts will offer perspectives on an array of critical topics related to the historical and contemporary issues of access, content, and context in African American schooling and education.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

EDU-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

EDU-4530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

EDU-5030: Classroom Culture & Management

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom, Online (asynchronous)

Course Type Teacher Education

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)

Course Type Teacher Education

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)
Course Type Teacher Education

EDU-7001: Portfolio and Proposal Development I
This course focuses on navigation through the course completion process towards the development of the dissertation inquiry including ethics training, the committee creation process, the Integrated Essay and Portfolio Review, and Proposal completion.

Min. Credits: 1.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)
Course Type Education

EDU-7002: Portfolio and Proposal Development II
This course focuses on navigation through the course completion process towards the development of the dissertation inquiry including ethics training, the committee creation process, the Integrated Essay and Portfolio Review, and Proposal completion.

Min. Credits: 1.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online

(asynchronous)
Prerequisites: EDU-7001: Portfolio and Proposal Development I
Course Type Education

EDU-7003: Portfolio and Proposal Development III
This course focuses on navigation through the course completion process towards the development of the dissertation inquiry including ethics training, the committee creation process, the Integrated Essay and Portfolio Review, and Proposal completion.

Min. Credits: 1.0
Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous)
Prerequisites: EDU-7002: Portfolio and Proposal Development II
Course Type Education

EDU-7004: Portfolio and Proposal Development IV
This course focuses on navigation through the course completion process towards the development of the dissertation inquiry including ethics training, the committee creation process, the Integrated Essay and Portfolio Review, and Proposal completion.

Min. Credits: 1.0
Credit Basis: Semester credit
Location(s): Antioch University

Method(s): Online
(asynchronous)

Prerequisites: EDU-7003:
Portfolio and Proposal
Development III

Course Type Education

**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)

Course Type Education

**EDU-7110: Justice, Equity,
Diversity, and Inclusion**

This course examines theories and practices relevant to creating just, equitable, diverse, and inclusive schools, institutions of higher education, and other organizations and systems. Employing transdisciplinary and intersectional lenses, students will explore interrelated dynamics of difference, oppression, social justice, and power. Students will examine frameworks and approaches for developing and leading interventions that promote justice, equity, diversity, and inclusion.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

**EDU-7200: Social Justice
Theory and Practice**

This course establishes a historical, theoretical, and practical basis from which to critically analyze one's professional practice through the lens of social justice. Students examine their own frames of reference on justice along with perspectives introduced in the course to interrogate the

genealogy of their personal views and to enhance their critical consciousness of their role as social justice practitioners. The course will explore concepts and critical theories of social justice, oppression, anti-racism, nonhuman animal rights, decolonialism, education, and power culminating in an assignment that works to support, frame and/or challenge the students' own approach to educational and professional practice.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Education

EDU-7210: Doctoral Writing and Studies Workshop

This workshop-based seminar introduces students to doctoral-level thinking and writing across disciplines while also supporting the development of skills for success in doctoral work. 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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

EDU-7360: Advanced Research Methods

This course builds on students' methodological knowledge base gained in earlier courses by providing opportunities to explore more deeply one or more research methods aligned with their emerging dissertation inquiry. Students will develop a critical understanding of theories and concepts underlying research methods and methodologies. Students will deepen their understanding of the language of research, how to plan a research study that improves the practice of education or training, and how to formally report research findings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Prerequisites: EDU-7320:

Fndtns of Trnsdscplnry Inquiry

Course Type Education

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)

Course Type Education

EDU-7500: Leadership for Social Justice

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)

Course Type Education

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)

Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous),Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous),Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous),Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous),Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

EDU-8100: Special Topics (Self-Designed) I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

EDU-8110: Special Topics in Critical Pedagogy I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

EDU-8120: Special Topics in Humane Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

EDU-8150: Special Topics in Social Justice Leadership I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

EDU-8160: Special Topics in Waldorf Education I

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Waldorf

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)

Course Type Education

EDU-8200: Special Topics (Self-Designed) II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

EDU-8210: Special Topics in Critical Pedagogy II

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

EDU-8220: Special Topics in Humane Education II

Includes course offerings and directed study offerings of special

interest within the specialization.
Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)
Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)
Course Type Education

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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)
Course Type Education

EDU-8250: Special Topics in Social Justice Leadership II

Includes course offerings and directed study offerings of special interest within the specialization.
Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)
Course Type Education

EDU-8260: Special Topics in Waldorf Education II

Includes course offerings and directed study offerings of special interest within the specialization.
Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online
(asynchronous), Online Meeting
(synchronous)
Course Type Waldorf

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)

Course Type Education

**EDU-8300: Special Topics
(Self-Designed) III**

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

**EDU-8310: Special Topics in
Critical Pedagogy III**

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

**EDU-8320: Special Topics in
Humane Education III**

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

**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: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Education

EDU-8350: Special Topics in Social Justice Leadership III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Education

EDU-8360: Special Topics in Waldorf Education III

Includes course offerings and directed study offerings of special interest within the specialization.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Waldorf

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

EDU-8702: 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 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: 4.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Education

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)

Course Type Education

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)

Course Type Education

EDU-8850: Learning Community & Dissertation Support I

This course provides faculty and peer support to students in a learning community as they collect and analyze data, expand their literature reviews, and draft

their dissertation. Students also engage in leadership development as they consider how to leverage their dissertation for social change.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Education

EDU-8860: Learning Community & Dissertation Support II

This course provides faculty and peer support to students in a learning community as they collect and analyze data, expand their literature reviews, write and defend their dissertation, and navigate post-defense steps. Students also engage in leadership development as they consider how to leverage their dissertation for social change.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Prerequisites: EDU-8850: Learning Community & Dissertation Support I

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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)

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

**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)

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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
Course Type Teacher Education

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
Course Type Teacher Education

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)
Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Urban
Environmental Education

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

Course Type Urban
Environmental Education

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

Course Type Teacher Education

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

Course Type Urban
Environmental Education

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

Course Type Urban
Environmental Education

**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

Course Type Urban
Environmental Education

**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

Course Type Urban
Environmental Education

**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

Course Type Urban
Environmental Education

**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

Course Type Teacher Education

**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

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-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

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type: Teacher Education

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)

Either Previous or Concurrent:
COUN-5240: Human Sexuality
Course Type Teacher Education

**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

Course Type Teacher Education

**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

Course Type Teacher Education

**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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-5912: 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:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
(asynchronous)

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-6120: The Pedagogy of Sexuality Education

This course in Pedagogy will address the processes of Sexuality Education, customizing its fit in diverse communities to maximize engagement, and troubleshooting the challenges of delivering sex ed. Students will design lesson plans, craft a scope and sequence, create surveys, develop their presentation and facilitation skills, and establish

their brand aligned with their teaching philosophy to effectively engage their audiences.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Online Meeting
(synchronous)

Prerequisites: COUN-5240:
Human Sexuality

Course Type 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

Course Type Teacher Education

**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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

**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

Course Type Teacher Education

**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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Urban
Environmental Education

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

Course Type Urban
Environmental Education

**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
Course Type Teacher Education

EDUC-6231: Leadership & Reform: Non-Profit Management for Administration & Leadership

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

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-6251: Inquiry Series Practicum I

This field practicum is designed as a laboratory for EDUC 6250. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will begin to develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research.

In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems. MAED UEE candidates are required to complete 150 hours of Practicum in the field. Practica are arranged in consultation with Practicum Manager.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Field Study

Course Type Teacher Education

**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

Course Type Teacher Education

EDUC-6261: Inquiry Series Practicum II

This field practicum is designed as a laboratory for EDUC 6260. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the

areas of shelter, water and air quality, safety and health.

Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems. MAED UEE candidates are required to complete 150 hours of Practicum in the field. Practica are arranged in consultation with Practicum Manager.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Field Study

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-6271: Inquiry Series Practicum III

This field practicum is designed as a laboratory for EDUC 6270. Candidates are placed in Practicum Organizations where

they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and supports their research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action

research and the integrated dynamics of urban systems. MAED UEE candidates are required to complete 150 hours of Practicum in the field. Practica are arranged in consultation with Practicum Manager.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Field Study

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-6281: Inquiry Series Practicum IV

This field practicum is designed as a laboratory for 6280. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality,

safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will begin to develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems. MAED UEE candidates are required to complete 150 hours of Practicum in the field. Practica are arranged in consultation with Practicum Manager.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Field Study

Course Type Teacher Education

EDUC-6351: Leadership & Reform: Policy-Making, Engagement, and Action in Environmental 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

Course Type Teacher Education

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

Course Type Urban
Environmental Education

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

Course Type Urban
Environmental Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

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 Schls and Postsec Ins

Course Type Teacher Education

**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

Course Type Teacher Education

**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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

EDUC-6721: Professional Opportunities in Education

Professional Opportunities in Education includes differentiated instruction on developing your professional career and system planning along with instructions on business plan writing. There will be field visits to some educational organizations, guest speakers from local organizations

and educational institutions that give students the opportunity to network with those in fields that may interest them. The course also includes a focus on building a strong resume, cover letter, and LinkedIn connection development, in which students will learn how to present themselves in their preferred fields.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

**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

Course Type Teacher Education

**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

Course Type Teacher Education

ENG (English)

**ENG-1100: The Art of Personal
Narrative**

This is a class about writing your story (personal narrative). We'll focus on creative expression and writing about your world. In this work, you will learn to use the writing process to draft, write, develop, expand, and edit a piece of personal narrative writing. You'll also learn to identify and apply revision strategies using poetic devices, punctuation, and grammar.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENG-1120: Writing Critical Analysis

Last quarter, we researched the subject of education as a class, and you wrote your ideas about this research - as well as your personal stories on the topic of education. This quarter, we will continue to assemble papers this

way, building on the ideas that you wrote about in the first and second quarters. Rather than having a topic chosen for you, you will select a topic from subjects we've studied in the Bridge Program so far. You will also learn to include your own research, look at research critically, and bring together ideas from outside sources. By the end of the quarter, I hope that you will have developed the areas listed below.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

ENG-1510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENG-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and

grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

ENG-3220A: The Art of Poetry

This poetry course offers students an opportunity to focus on revision in an in-depth manner. How does the writer decide what stays in a poem and what goes? Can the craft and art of poetry be

taught? As Mark Strand said, "All poetry is formal in that it exists within limits, limits that are either inherited by tradition or limits that language itself imposes." How can the spontaneity of creativity and limits imposed by craft be reconciled? These questions will be explored both through reading of essays on poetic craft, reading poems by well-known poets along with essays on how they revised their work and by students' own poetry and revisions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

ENG-3260: Urban Adventures: Re-Writing Urban Space

In this class we will immerse ourselves in the art of creative non-fiction as a means to rigorously explore and investigate urban spaces. Through in-class and at-home writing exercises, reading, text-experiments, and urban investigations, students will generate writing about an urban space, imaginatively mapping

both their own neighborhoods and communities, as well as communities not their own. We will tell stories of our version of urban spaces and wander cities in search of new stories. We will be post-modern flaneurs and psycho-geographers. The emphasis will be on creating alternative cartographies and new visions of the city for the 21st century, and in the process coming up with a vibrant re-thinking of the very notion of community, city, and the urban self.

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

ENG-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ENG-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENG-3900: What Was Modern Poetry

This workshop will investigate both what was modern poetry and what poetry is today. We will look at a number of movements and styles and discuss theory and practice. We will read contemporary poems and have linked specific writing assignments, whose purpose is to stretch conventions and to break poetic habits.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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 *écriture féminine*, 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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENG-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ENG-4530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENT-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 0.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ENT-3980: 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: 0.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

ENV (Environmental Studies)

ENV-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ENV-3018: Birds in the Field & Human Imagination Margins

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'll explore birds as symbols of the human imagination as expressed through literature, art, and religion. We will also appreciate birds as metaphors mirroring ourselves and our interrelationship with the natural world. The reading will include scientific as well as literary texts. Led by an enthusiastic but far from expert birder, this will be a collaborative adventure in mutual inquiry. Access to a pair of field glasses is highly recommended,

but not required; a creative imagination and desire to be enchanted by birds, a definite plus.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**ENV-3020: Environmental
Racism: Environmental Justice**

Environmental justice and environmental racism recognize the disproportionate impact of environmental costs and hazards on low income communities and people of color. The environmental justice movement demands that public policy be based on mutual respect and justice for all peoples-- free from any form of discrimination or bias, and calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons that threaten the fundamental right for all to clean air, land, water, and food. This course explores the history and current efforts of the environmental justice/environmental racism

movements, including intersecting issues of policy regarding housing, transit, environmental waste, employment and education in relation to race, ethnicity, gender and class-- with a heavy emphasis on case studies. We will also address current media and political dialogues around these issues, and how they affect members of society from all walks of life.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**ENV-3022: Sacred Botany: Re-
Seeing the Plant Kingdom**

The plant kingdom is sacred across many cultures. We'll explore plant worship, prayers, poems, plant lore, folk tales, plant spirits, the healing properties of plants and ethnobotany. The content of this course will be grounded in the basics of botany as well as practicing sensory awareness and disciplined observation exercises. Sensory, intuitive and imaginative relationships to trees and flowers around us will be introduced and

practiced. The mythopoetics of trees will be addressed along with the theme of ecological restoration and how vital trees are in our current time and for the future. The class will culminate in creating a celebration of trees and flowers with creative expression and perhaps even tree-planting if the course takes place in the fall.

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

ENV-3030: Global Justice & Ecology

From the disruption of the global climatic system to increased rates of cancers, diabetes, autism, and asthma throughout the world, the last 150 years of industrialization, fossil fuel extraction and development have caused untold human and ecological harm - and benefits, according to some. In this course, we will critically examine the current state of the human health and ecological crisis, and development theory and practice, from impacted

community, social movement, and governmental perspectives. The course will explore 5 broad conceptual themes including: Global Forces/Local Impacts, Environmental Health and Justice, Right to the City, Nature in the City, and Food Justice. We will also look at the various proposed solutions to these problems, from mainstream, liberal, progressive, and radical perspectives. This course is based on a body of work called political ecology, which is drawn from environmental justice studies, geography, sociology, development studies, and critical cultural studies

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ENV-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

ENV-3530: Internship - Environmental Studies

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-5080: Conservation

Psychology Theory & Applic

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

Course Type Environmental Studies

ES-5090: Fact or Fiction: The Science of Misinformation

The denial of scientific evidence represents an increasingly serious problem. False information and conspiracy theories about climate change have confused the public

and stalled support for mitigation policies, obfuscated peoples' recognition of the biodiversity crisis and contributed to the success of far-right populist campaigns like Brexit. But why do people believe in conspiracy theories and/or anchor to misinformed beliefs even in the face of mounting scientific evidence to the contrary? What makes a person spread information that may have little basis in scientific fact or reason? This course examines the psychological factors (e.g., personality traits, cognitive biases) that make people vulnerable to misinformation and conspiracy theories. The course integrates psychological, political, and communications research to interrogate the causes, consequences, and tenacity of environmental misinformation and conspiracy theories (e.g., chemtrails, climate change, extinction denialism, renewable energies, etc.) and the strategies we can employ to combat it. We will examine how individuals' susceptibility to information has been exploited, in part, by the media, political elites, and flawed information environments. Furthermore, we will assess the history and role of false information and misleading

narratives in supporting the maintenance of structural inequality and power. The goal of this course is not to teach you what to think. Rather, the goal of this course is to teach you how to think about environmental/scientific information and the way it is (mis)represented.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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: Take ES-7270: Research Strategy I - Quantitative OR ES-5191: Environmental Data Analysis

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-5700: Climate Change-Resil/Adap/Mit

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

Course Type Environmental Studies

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
Course Type Environmental Studies

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
Course Type Environmental Studies

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
Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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 highlight 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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-6012: Regeneration and Sustainable Development

Historically, urban development relies on materials (food, water, energy, and natural resources) to provide basic needs and consumer goods to support the needs of the human population. These materials are typically discarded as waste after being consumed by the population. This predominant linear pathway of material flows has resulted in unsustainable and inequitable societies. Sustainable development is using resources to improve society's well-being in a way that does not destroy or undermine the support systems needed for future growth. In 1987, the Brundtland Commission published its report, *Our Common Future*, and provided the oft-cited definition of sustainable development as "development that meets the needs of the

present without compromising the ability of future generations to meet their own needs" (United Nations, 1987, p. 43). Adopted by 193 countries in 2015, the Sustainable Development Goals (SDGs) are a global plan of 17 goals to end extreme poverty, reduce inequality, and protect the planet by 2030. While the SDG goals are vital to protect our social and natural systems, Regenerative Sustainable Development (RSD) includes and transcends the goals aspiring to increase the well-being and health of all ecosystems; it is an approach that builds the capacity of natural support systems needed for future growth. In this type of development, principles of living systems must guide all strategies and indicators when dealing with all materials and energy flows in our social/human systems. In this course, students will describe and discuss the SDGs and how they apply to social and natural systems; learn how to apply a regenerative approach to sustainable development goals using recent frameworks; identify and select an equity framework to be included in regenerative sustainable development strategies; assess the environmental relevance of

material flows and carbon emissions associated with community development, and compare and contrast various evaluation/indicators for assessing progress towards regenerative system goal.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-6105X: Applied GIS Continuation

This course is a continuation of ES-6105. Students register only if instructed to do so by faculty. The students in the applied course translate knowledge and applied GIS skills into problem-solving applications on the ground, working with a client in a practicum situation. The student 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.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study

Course Type Environmental Studies

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

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-6922: Internship in Science Teaching and Learning

The purpose of this seminar is to provide logistical, moral, and pedagogical support alongside your teaching and learning experiences. During this time, we'll explore issues related to freedom and discipline, share curriculum ideas, trouble-shoot problems, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. 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 support your

development as caring and competent science teachers and educators.

Min. Credits: 2.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Student Teaching, Field Study, Independent Study

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-6965: Professional Internship Capstone

To earn a Master's in Environmental Studies (ESMS) all students under the 36-credit curriculum must complete a capstone requirement. Students may choose to undertake a second internship to meet this requirement, with the goal of gaining additional professional experience in their field. A capstone internship is designed to be a culminating experience that bridges the student's academic learning with their professional career. It allows the student to put their acquired knowledge and skills into action by integrating classroom theory into practice,

while gaining new skills through on-site professional development and active networking. Students work with their academic advisor and the Internship Director to find an appropriate internship host organization. The student's academic advisor must approve the student's placement prior to registering for this course.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (Synchronous), Online (Asynchronous), Internship

Prerequisites: ES-6960: Professional Internship

Course Type Environmental Studies

ES-6975: Masters 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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-8900: SIS-Doctoral Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Environmental Studies

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

Course Type Environmental Studies

ES-8990X: Doctoral Dissertation Continuation

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Thesis / Dissertation

Course Type Environmental Studies

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

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ESC-5520: Applied Ecological Principles

The course examines and applies ecological principles to each student's local landscape, wherever they are in the world. Students will explore the ecology in their local environment, learn to observe patterns and processes, ask ecological questions, apply theory, complete field sampling, and share and compare results with their colleagues in an online forum. Students will explore the geomorphological template (e.g., latitude, climate, topography, ecoregion, geology, hydrology) and cultural processes (e.g., anthropogenic land-use history) that help to explain the species they see in their locations. Using citizen science-based tools like iNaturalist and eBird, students will learn the local flora and fauna of their landscape. We will study and apply ecological principles across ecological scales: from the genetic and organismic to the population, community, and ecosystem, and explore ecological theories at each of these levels of biological organization in ways that are transferable across environments.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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
Course Type Environmental Studies

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
Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ESE-5210: ProbSolv/Inq Basd Sci Teach

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ESE-5442: Transformative Teaching and Leadership

This course explores fundamental questions in education while practically and experientially embedding this inquiry in concrete teaching-learning situations and school organizational contexts. It views teachers and administrators not as passive inheritors and recipients of an institutional ethos but rather as agents of systemic change. It provides educators with opportunities to review and reflect upon their practices and to envision new and coherent alternatives. The course has two complimentary components: (1) The course explores the philosophy, aims, scope and culture of education and schooling and current practical challenges to educators and students. Dialogue, as a meaning-making activity, is used to provide tools for reflective enquiry. Both the course content and its process

develop shared understandings about attention, learning, goodness, intelligence, excellence, social justice, leadership, and transformation, equipping each stake holder with experiences and understandings to act creatively in developing a cooperative learning community. (2) The course content addresses educational practices and their application in various settings including a focus on qualitative research. Participants engage in teaching and leadership as a self-reflective learning process with hands-on/ minds-on experiences to develop the craft of teaching and educational leadership. The course explores the following questions: What is the organizational culture of a school? Can it be otherwise? What is educational leadership? What is teaching and learning? What is the role of the teacher? What is the relationship between the teacher, the student and the subject matter? What are the daily practical concerns of teachers and educational administrators and how can they be addressed? What brings about change and transformation in teaching learning environments and organizational cultures as a whole?

Min. Credits: 3.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Online Meeting (synchronous), Online (asynchronous)
Course Type Environmental Studies

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
Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ESF-5340: California Marine Ecology Field Course: Ecology and Conservation

In this 5-day field study course we will examine marine ecology along the west coast of the United States in Santa Barbara, CA. We will evaluate the importance of marine habitats and the interconnections between land and sea visiting a slough, sandy beach, rocky intertidal zone, and the open ocean exploring the Channel Islands National Marine Sanctuary by boat. Students will complete surveys in the various habitats and participate in monitoring efforts in the intertidal and sandy beach habitats. Students will also evaluate threats to the marine ecosystem, including plastic pollution, oil extraction, and cruise ship dumping, advocating for ocean conservation. We will also explore the maritime history of the area and learn about the Indigenous Chumash People's deep connections to and generational knowledge of the marine environment. Trip cost \$1,285 plus airfare (if needed).

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Field Study, Online Meeting (synchronous)

Course Type Environmental Studies

ESF-5390: Coastal Geoecology

On this 5-day trip, we will examine the geoecology 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

Course Type Environmental Studies

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

Course Type Environmental Studies

**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

Course Type Environmental
Studies

**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

Course Type Environmental
Studies

ESF-5702: Ecology and Conservation in the Bahamas On & 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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

ESF-6900: SIS-Field Ecology Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

ESP-6050: Civic Participation & Sustainable Communities

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

Course Type Environmental Studies

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)

Course Type Environmental Studies

ESPE-5610: Zero Waste Strategies

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)

Course Type Environmental Studies

ESPE-5615: Energy Resilience

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)

Course Type Environmental
Studies

**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

Course Type Environmental Studies

ESPE-5702: Watershed Science and Management

If your professional trajectory is to work with any landscape-scale oriented organization, such as a watershed, river or lake association, a regional planning agency, state or federal governmental organizations focused on water resources, or NGOs, such as Trout Unlimited or Clean Water Action, this is a necessary course to secure the job and effectively ensure watershed scale decisions maintain and restore the ecosystem services upon which society depends. Students will be introduced to the watershed through multiple lens and scales of analysis. The major modules to be addressed will be surface and ground water sources and pathways; soils through the perspective of what locations should be preserved and what are the most appropriate land use to be sited on a specific soil type;

vegetative cover types through the lens of the watershed-scale habitat connectivity and preservation of species meta-populations on the landscape. All these topics will be addressed with in the context of land use change, within the context of a changing climate. Finally, the cutting-edge approaches to both build stakeholder support and instituting policies and regulations to maintain watershed health will be touched upon. This course will provide the depth of knowledge and desk-top skills to prepare the student to take the field course, Watershed Rapid Field Assessment Techniques.

Min. Credits: 2.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Environmental Studies

ESPE-5704: Watershed Rapid Field Assessment Techniques

Whether you will be working for an environmental or natural resource consulting firm, a state planning, and regulatory agency, serving on local community planning boards or conservation commissions, or as staff for

NGOs, such as a watershed, river or lake associations, or even organizations such as Trout Unlimited, Audubon or The Nature Conservancy, these field skills will provide a necessary introduction those field techniques that potential employers will expect you have some familiarity. Also, these protocols will interest educators, who could bring such field experiences into their middle and high school curriculums. The characterization as rapid assessment techniques reflects that these are necessary 1st-level protocols, which identify the existence, absence, or deterioration of key field indicators of watershed health. Such field metrics include macro-invertebrate assemblages, the integrity of buffers and shoreline stability, placement of built infrastructure reflecting the specific geomorphic location, viability of aquatic organism passage, evidence of pollutant loading through water sampling and how to map groundwater flow and take well samples to ascertain the existence of chemicals that statistically exceed regulatory limits. Ultimately the goal is to identify which areas of the watershed to preserve, where mitigation measures should be implemented, or where there are

opportunities for restoration. Once identified, then additional resources can be targeted for specific locations on the watershed. Watershed Science and Management is a pre-requisite, for taking this course.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online (asynchronous), Online Meeting (synchronous), Classroom

Prerequisites: ESPE-5702: Watershed Science & Management

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Environmental Studies

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
Course Type Environmental Studies

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)

Course Type Environmental Studies

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)

Course Type Environmental Studies

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

Course Type Environmental Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

EXP-3980:

Internship/Practicum

Individually contracted applied learning related to the development of practitioner competencies in a current workplace, in a new or expanded professional role, or in a community setting.

Min. Credits: 1.0 **Max Credits:**
10.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

EXP-3990: Independent Study

Individualized and independent learning beyond the offerings of Antioch's undergraduate curriculum includes, but is not limited to: guided readings; independent research; creative writing projects; studio work in the fine arts; new workplace initiatives; learning from travel; and when appropriate, completion of a course syllabus on an individualized basis.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

FIL (Film)

FIL-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

FIL-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

FIL-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Business
Administration

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

Course Type Liberal &
Disciplinary Studies

GBL-3012: Displaced Persons: Immigrants & Refugees

This class will explore why people worldwide need to move from their native lands to new locales, the terms used to describe this movement and the factors associated with the need to move including war, famine, climate change, political economic systems and globalization. We will explore questions related to the politics behind the movement of people, and why nation states struggle to apply a uniform immigration policy in a world dominated by transnational corporations need for a fluid labor force. We will also examine specific examples of immigrant/refugee communities in the United States and the struggles they have faced to become accepted members of the American mosaic.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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 entrepreneurships, 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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

GBL-3900: Special Topics in Global Studies

Includes course offerings of special interest in global studies

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

GBL-3941: Spc Topics in Global Studies

Every quarter, a variety of one-unit seminars are offered on contemporary topics.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

GBL-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

GEG (Geography)

GEG-3030: Global Justice & Ecology; Crisis, Strategy and Change

From the disruption of the global climatic system to increased rates of cancers, diabetes, autism, and asthma throughout the world, the last 150 years of industrialization, fossil fuel extraction and development have caused untold human and ecological harm - and benefits, according to some. In this course, we will critically examine the current state of the human health and ecological crisis, and development theory and practice, from impacted community, social movement, and

governmental perspectives. The course will explore 5 broad conceptual themes including: Global Forces/Local Impacts, Environmental Health and Justice, Right to the City, Nature in the City, and Food Justice. We will also look at the various proposed solutions to these problems, from mainstream, liberal, progressive, and radical perspectives. This course is based on a body of work called political ecology, which is drawn from environmental justice studies, geography, sociology, development studies, and critical cultural studies

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

HAD-4800: Experiential Learning in Healthcare Administration

This course is designed to create a link between the academic study of Healthcare Administration and the day-to-day practices of professional work in the field. Students 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:
Fundmtls of Healthcare Admin

Course Type Liberal &
Disciplinary Studies

HDV (Human Development)

HDV-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

HEA (Health)

HEA-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

HIS-3310A: The Rise of the Black Power Movement and The Black Panther Party

This course critically examines in historical context, and the intersection of the Civil Rights Movement, Black Power Movement and how the protracted struggles waged by African Americans for social justice and full equality brought about the founding of the Black Panther Party for Self Defense. Tracing the 1966 formation of the Panther Party in Oakland, California, after the death of Malcolm X in 1965, students will explore the early influence and impact of the Black Power Movement in establishing specific community-based programs, the philosophical and political underpinnings of the BPP emphasis on self-defense, community organizing and empowerment, and how the party organized against the onslaught of the FBI's Cointelpro program. Students will additionally examine the BPP impact on contemporary movements of social change including the Black Lives Matter Movement and the party's lasting

legacy in current African American culture and political engagement.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, 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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

HIS-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and

grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study
Course Type Liberal & Disciplinary Studies

HIS-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Field Study
Course Type Liberal & Disciplinary Studies

HIS-4012: Bone and Memory: The Dia de Los Muertos Celebration

This workshop will explore the cultural histories of the Dia de los Muertos/Day of the Dead ceremony, beginning with its indigenous roots, through various historical and cultural influences, and up to the present time and practices. Special attention will be

given to the exchange between the traditional practices of the ceremony and the influences of cultural history over the years. Students will create their own Day of the Dead altars as a way of coming to understand their structural and spiritual significance.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

HAS (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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

**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)

Course Type Business
Administration

**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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

HUM (Humanities)

HUM-1100: Philosophy: Good Questions for Life

This course will explore the philosophies of several canonical western thinkers, and attempt to historicize them within a framework usually recognized as the Western Tradition. We will engage in close readings of selected texts. We will expand the student's view of traditionally accepted philosophers to include the concepts and views of people and societies not normally accorded the respect by university traditionalists. Through putting these texts in conversation with one another as the course progresses, an understanding of the thought, ideas and discourses which animate the western mind, as well as the culture and institutions of western society, will be developed.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

**HUM-1110: Literature:
Reading Cultures**

This course explores 4500 years of storytelling from the long-ago and far-away worlds of the Sumerians and early Greeks, up to contemporary writers whose stories are drawn from the here and now of life in Los Angeles. We will tackle this broad topic in three stages, with specific sessions devoted to each stage: The ancient myth and epic narrative in the stories of Inanna's Descent to the Underworld and Perseus, the myth of modern individualism from Faust to Frankenstein, and the emergence of voices from the margins in modern and contemporary Literature.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

HUM-1120: Art History: Visual Literacy

In the next ten weeks we will experience, learn about, discuss and generate content and vocabulary about emblematic artworks produced in the West between 1000 BCE and our time. Loosely following a chronological

progression, we will experience the artworks and study the changing political, social, and cultural contexts behind Western artistic production. As we advance in our study and thinking about artworks and contexts, we will incorporate readings by artists, thinkers and art historians.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

HUM-1510: Independent Study: Humanities

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:**
5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

HUM-2010: Time, Memory, and Transformation: Restoring the Salish Sea

A cooperative reading, writing, and service-learning course offering for students nationwide who have completed or participated Clemente program coursework and their friends and family. This interdisciplinary is the first of four seminars that will explore questions relevant to the Inflection Points themes through the cooperative study of Indigenous Moral Philosophy; Critical Ecology; and Comparative Art and Literature of the region known alternatively as 'Puget Sound' and the 'Salish Sea' in an homage to Indigenous language groups. Students will address the following questions: How do the humanities prepare us to respond to environmental change in our region and how might Indigenous knowledge help to understand it? How have writers, thinkers, artists, scientists, and historians found meaning, reconciliation, and transformation in the wakes of colonization and genocide?

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

HUM-2012: This Land: Environmental Humanities and Hope

In Clemente and in Bridge, our conversations are often guided by the humanities; history, literature, art, philosophy and spirituality. This approach offers us ways to show both the paths we have travelled in the past and the new roads we hope for in days to come. Climate change, human development and economic instability have created a state of uncertainty, with risks to local communities and to global well-being. Regions and people with the fewest resources are experiencing the most severe economic and health effects, as many struggle to achieve financial stability or to access clean water, soil, and air. In the face of such change, what is your lived experience? What is the role of stories, poems, public art, spiritual doctrines or Native American lore? What can we learn together and from each other, in order to collectively improve those conditions? With that knowledge, we can choose

actions. The course will have readings, videos, art, music, workshops, projects, conversations and reflections.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

HUM-2014: Inflection Points: Without Borders/Sin Fronteras

This course will explore the border and the borderlands, both the physical and cultural space of the US/Mexico border as well as the metaphorical borders we experience every day when we transition from our homes to our communities, workplaces, and classrooms, and sometimes, even among our families and friends. By exploring contemporary and traditional art and literature, both fiction and memoir, we will appreciate the cultural resilience emerging from our borderlands and encounter creative ways in which people have responded to colonization as well as the psychological and emotional borders we encounter today.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

HUM-3240B: Shakespeare Deconstructed: Gender and Power Play

This course will introduce students to six plays of William Shakespeare, exploring issues of gender and power and their relationship to the psychology of identity construction. Stringent gender roles in Elizabethan time will be challenged and satirized through the comedies Twelfth Night and Taming of the Shrew. A house divided will exact its consequences upon the classic young lovers Romeo & Juliet. Madness seeks its revenge in Hamlet. And the gaining and loss of power will loom large in the tragedies MacBeth and King Lear. Students will analyze Elizabethan issues of gender and power through these five plays along with secondary source material and relate them to contemporary experiences of identity

construction. An interactive class format will be utilized, including scene study, film presentation and analysis, guest artist participation, and engaged critical inquiry. introduce students to six plays of William Shakespeare, exploring issues of gender and power and their relationship to the psychology of identity construction. Stringent gender roles in Elizabethan time will be challenged and satirized through the comedies Twelfth Night and Taming of the Shrew. A house divided will exact its consequences upon the classic young lovers Romeo & Juliet. Madness seeks its revenge in Hamlet. And the gaining and loss of power will loom large in the tragedies MacBeth and King Lear. Students will analyze Elizabethan issues of gender and power through these five plays along with secondary source material and relate them to contemporary experiences of identity construction. An interactive class format will be utilized, including scene study, film presentation and analysis, guest artist participation, and engaged critical inquiry.

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle
Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

HUM-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

HUM-3600: Justice and Equity

This course focuses on understanding various topics in applied ethics from Western and non-Western perspectives. We will explore ethics and how to apply ethics to contemporary issues that students will encounter throughout their personal and professional practice. This course will assist students in how to approach discussions of these issues from different perspectives.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

HUM-3670B: The Narrative

Method: Bldg Empathic Relationships

This course covers the theory and principles of The Narrative Method as well as its historical roots, including the influences of

Attachment Theory, Narrative Medicine and Narrative Therapy. Unlike psychotherapy, TNM is an outwardly-focused group process that cultivates introspection to better empathize with others, improve relationships and discover new possibilities for ourselves, others, and the world. Students learn the tools and practice of the methodology and its use of the story to connect and discover our common humanity. Students will learn to give and receive accounts of self with the 5-step process of A.W.E.

(*Awareness *Wonder *Empathy), a simple technology that breaks down the skills to communicate, absorb, and bear witness without interpretation or judgment. All of the tools, experiences and assigned readings are designed to open the door to broader perspectives and thus greater empathic attunement, increasing the tolerance for differences, and the skills to develop respectful, high functioning relationships. In seeing the world through the eyes of another, we discover ourselves and our true potential.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom
Course Type Liberal &
Disciplinary Studies

**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
Course Type Liberal &
Disciplinary Studies

**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
Course Type Liberal &
Disciplinary Studies

HUM-3710C: Politics of Psychology

Psychological models for understanding human behavior have become so commonplace that they tend to be taken for granted and come to dominate our worldview; offering powerful explanations of everything from the dynamics of personal relationships to the core issues underlying racism. This course is designed help us take some critical distance and gain some perspective on the place and practice of psychology in contemporary society and culture. Part of the course will be devoted to situating psychology within a historical context-as much as the psychological paradigm may seem to be as natural as the air we breathe, its place in US history can be best understood as a response to various social, political, and economic interests which have given it its current shape. Another part of the course will offer us the opportunity to view the contemporary practice of psychology in terms of its political and social effects-as such as we might want to understand psychology as limited to the realm of the personal, how we practice it has specific political effects and politics affects our practice of it.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

HUM-3801: Israel & Palestine: History, Literature & Media

This course will explore the experiences of women in our society from a feminist perspective. Using this perspective we will critique sexism and patriarchy in our society, and look at the contributions of women to a variety of disciplines- literature, history, psychology, sociology.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

HUM-3860: Eco-Spirituality

In the 21st century, the global human family is living in the midst of a spiritual crisis of unprecedented proportions. Beset by apocalyptic visions of global warming, nuclear Armageddon and wars without end, the human soul is looking for a new dispensation, a new way of imagining the nature of the divine and the place of the human in an expanding universe, a way that is fully consistent with the emerging vision of the evolving cosmos revealed by science. In response to this cry for meaning, new

forms of eco-spirituality are emerging that turn to the wisdom of the Earth herself as a source of hope and meaning. If only we could hear her voice! This class will explore this newly emerging eco-spiritual vision of the Dream of the Earth through the work of Thomas Berry, Jacob Needleman, Joanna Macy, Sandra Ingerman, Bill Plotkin, Anne Baring, Llewelyn Vaughn-Lee and other contemporary writers. The experiential portion of the class will focus on psycho-spiritual techniques for enhancing our communication with the Anima Mundi (the Soul of the World) and the design and enactment of a Council of All Beings ritual.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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 Caste 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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Online Meeting (synchronous), Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

HUM-3941: Special Topics in Humanities

Offers students a concentrated examination of a special topic that reflects current issues related to the discipline. May be repeated for credit with topic change.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**HUM-4012: Bone and Memory:
The Dia de los Muertos
Celebration**

This workshop will explore the cultural histories of the Dia de los Muertos/Day of the Dead ceremony, beginning with its indigenous roots, through various historical and cultural influences, and up to the present time and practices. Special attention will be given to the exchange between the traditional practices of the ceremony and the influences of cultural history over the years. Students will create their own Day of the Dead altars as a way of coming to understand their structural and spiritual significance.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles,Antioch Univ Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

HUM-4040: Queer Theory

This course combines lecture and seminar discussion to provide students an opportunity to map the landscape of a variety of contemporary political, ethical, and intellectual interventions related to notions of sex, gender, sexuality, identity, and representation. The course provides students an opportunity to develop an understanding of various debates and practices associated with Queer Theory (QT), as well as ample opportunity to critically investigate their understanding of themselves, their relations to others, and their relation to various forms of power in these areas.

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles,Antioch Univ
Seattle,Antioch Univ Santa
Barbara

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

HUM-4510.LA: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:**
5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los
Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

**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, Antioch Univ Seattle

Method(s): Classroom
Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**HUM-4910: Queer
Temporalities**

This workshop articulates various ways queer identified persons relate to the social organization of time, life milestones, productivity, happiness, and what counts as a good life. The workshop explores how "queer temporalities" might differ from, challenge, resist, and/or produce counter-narratives to "hetero temporalities" or chrononormativity. We will unpack queer relations to time as alternatives to the heteronormative model of proper individual developmental progress of birth-childhood-adolescence-early adulthood-career-marriage-reproduction-child rearing-economic security-empty nest-retirement-death. This conversation will raise questions about queer relations to happiness, as well as queer orientations towards the past, present, and future.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Online Meeting
(synchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

HUM-5010: Creative Writing

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Individualized Studies

HUM-5020: Cultural and Religious Studies

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Individualized Studies

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)

Course Type Individualized Studies

HUM-5030: Arts and Letters

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized
Studies

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)

Course Type Individualized
Studies

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 passe? 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)

Course Type Individualized
Studies

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)

Course Type Individualized
Studies

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)

Course Type Individualized
Studies

**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)

Course Type Individualized Studies

HUM-5401: Humanities Colloquium I

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

HUM-5402: Humanities Colloquium II

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting

(synchronous)

Course Type Individualized Studies

HUM-5403: Humanities Colloquium III

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

HUM-5750: Topics Course: XXXX

Topics courses are inquiry-based investigations of a subject matter that involve dialogical interactions between a faculty member and several students who jointly explore the same subject matter from different perspectives as part of a learning community. Each student chooses their own direction of inquiry about the topic and then shares and reflects with the community weekly while

pursuing their self-defined area of intellectual pursuit. Through interactive weekly dialogues, students can enrich their own investigations while making connections, revealing similar patterns, and differentiating between their specific lines of investigation and those pursued by others in the course. Faculty members work to create a common ground, providing a more robust learning experience that deepens a singular form of self-defined inquiry through a community.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

HUM-6210: Individualized Course in Humanities

With guidance from their Faculty Advisor, students identify faculty members to teach courses in the students' individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty. Students submit their individualized course syllabi to

their Faculty Advisors for review.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

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)

Course Type Individualized Studies

HUM-6970X: Capstone Continuation

Continuation of capstone work.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

HUM-6980: Thesis

This course gives you an opportunity to produce and present a thesis with the support of your classmates, thesis mentor, thesis committee and IMA community. This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a topic of your interest. Apart from the thesis, you will share the results of each stage of your work.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

HUM-6980X: Thesis

Continuation

Continuation of thesis work.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

HWL-4040: Gender & Multicult 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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

IDS (Interdisciplinary Studies)

IDS-3010: When a Community Weeps

The intention of this course is to give students the opportunity to examine the psychological, environmental, socio-political, and spiritual issues encountered during large-scale loss as experienced by and within communities. The global stage has become much smaller indicating that the boundaries of traditional communities has been expanded and we can no longer assume to know who or how tragedy (death and non-death loss) is impacting those around us. Students will learn to identify individual and communal coping strategies, rituals and social-activism methodologies. This subject matter is prevalent within our daily lives and there may be new national or international situations, which will take priority over the weekly schedule.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

IDS-3012: Sexualities, Genders & Identities

Sexuality and gender lie at the core of human identity. Through the lenses of biology, psychology, cultural anthropology, history, feminist cultural theory and memoir, we'll examine the varieties of sexual and gender expression.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

IDS-3014: LGBTQIA Voices

This course examines LGBTQIA identities and lived experience through the merging and separate lenses of psychology, herstory/history, art and literature, social justice movements, legal status, and globally. Students will have opportunities to reflect on their own identities and communities and will create a social justice project.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**IDS-3016: Family Sagas:
Intergenerational Trauma**

This course explores the ways literature represents intergenerational trauma as it relates to the experiences of people living in different racialized, gendered, and national subjectivities. We will examine a variety of literary texts including novels, memoirs, short stories, and film to understand the relationship between storytelling, narrative, and intergenerational trauma. We will think critically about the ways that experiences such as racial trauma, domestic violence, and immigration experiences transcend generations, and about how writers have used literature as a means for grappling with the legacies of these experiences. At the same time, we will also consider the complex ways that issues of race, gender, and citizenship intersect in the course texts as we discuss both the possibilities, as well as the limits, of the work performed through literature.

Min. Credits: 3.0 **Max Credits:**
4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**IDS-3018: Birds in the Field &
Human Imagination Margins**

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'll explore birds as symbols of the human imagination as expressed through literature, art, and religion. We will also appreciate birds as metaphors mirroring ourselves and our interrelationship with the natural world. The reading will include scientific as well as literary texts. Led by an enthusiastic but far

from expert birder, this will be a collaborative adventure in mutual inquiry. Access to a pair of field glasses is highly recommended, but not required; a creative imagination and desire to be enchanted by birds, a definite plus.

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 Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

IDS-4100: Mapping Worlds: Wayfaring at the Margins

Maps illuminate, inform, inspire and empower, but also obscure, deceive and oppress. Drawing from geography, history, politics, psychology, information technology, science and art, we will examine maps as navigational guides to uncharted territories, social constructions, political instruments, visual representations, metaphors of identity and relationship, and expressions of the human imagination. Highly experiential, participants will learn to read, use, interpret, deconstruct and create maps. We will study map

elements and conventions then try our hand at making maps of personal geography, journeys, the nature of place, margins of power and inner or imaginary worlds.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

IDS-4800: Special Topics in Interdisciplinary Studies

Includes course offerings of special interest in interdisciplinary studies

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary 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)

Course Type Individualized Studies

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

Course Type Individualized Studies

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

Course Type Individualized Studies

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

Course Type Individualized Studies

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

Course Type Individualized 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

Course Type Liberal & Disciplinary Studies

INT (Interdisciplinary Studies)

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

**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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

INT-3960: Ind Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

**INT-3980: Practicum Or
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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Santa Barbara
Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

INTD (Interdisciplinary Core)

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

JOU (Journalism)

JOU-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal Arts, Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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 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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

LC (Leadership & Change)

LC-7010: Proseminar I

The proseminar is the home of the cohort and provides the opportunity for students to deeply engage in their role as a reflective learner. Learning will center around self as a learner and as a leader, self as related to change, and professional ethics. As such, the proseminar is student-directed and facilitated within the Student Dialogue Groups. The instructor provides a forum for student interaction and acts as a facilitator for the cohort as a whole.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp
& Chnge

Method(s): Learning
Achievement

Course Type Leadership and
Change

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

Course Type Leadership and Change

LC-7030: Proseminar III

Proseminar III focuses heavily on research and dissertation development, and students' development as scholars.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7100A1: Reflective Leadership Essay

The reflective essay is an autobiographical essay that relates the students' professional and leadership experiences to relevant scholarship, their own values, and personal and professional development. Students reflect on the personal meanings of past and present roles in family, organizations, community, and other relevant settings; place their autobiographic leadership story within the context of significant and relevant scholarship; and

draw lessons that inform future leadership practice.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7100B1: Change Project Proposal

The student designs an organizational change initiative based on: an assessment of needs; understanding of theoretical and practical considerations in the field of leadership and organizational change; and a commitment to participatory leadership styles and ethical professional practice. This Learning Achievement (among others) addresses "Competence in the analysis, design, implementation, and evaluation of an intervention in a social system."

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7100B2: Change Project Final

Student engages in and presents a final report, based on their Change Project Proposal.

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7110: Learning Plan

Students complete the online form found in AUVIEW to the satisfaction of their advisor.

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7150: Ethics Essay

The Professional Ethics Essay (5-10 pages) requires students to integrate their learning in this area and to reflect on some of the most profound aspects of their own position in terms of how they will express their individual ethical and moral obligations to their communities and to those they serve.

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7160: Cultural Global Essay

This Learning Achievement encourages students to critically examine, question, and synthesize ideas and concepts they have acquired and to prepare for the next stage of their development within the program and their practice. The specific focus of this essay invites students to reflect on a world of global interconnectedness, cultural similarities and differences, and unequal access to power. It extends the scope of a student's development from reflective practice to scholarly reflection on one's leadership for increased and improved forms of social justice. Thus, this essay requires concrete reflection on "some victory for humanity" and embodies the signature of an Antioch education "while we are learning to be effective, we should also be learning what is most worthwhile to be effective about."

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp

& Chnge

Method(s): Learning
Achievement

Course Type Leadership and
Change

**LC-7170: Case Study in
Leading Change**

The case study description and analysis is a context-bound study, focusing on a particular setting or an individual leader within a particular context. In the analysis, the student will describe how insights from the case might be transferable to other contexts. This happens when the student applies relevant literature on leadership and change to the empirical findings of the study.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp
& Chnge

Method(s): Learning
Achievement

Course Type Leadership and
Change

**LC-7180A: Nature of
Leadership & Change A**

Students demonstrate familiarity with and an understanding of leadership theories, concepts, and themes and apply them to an area of the student's social system or professional interest. The concept paper is five to seven

pages (no exceptions), including approximately six to eight scholarly citations. The outline should use APA style for citations, formatting and references and students are expected to be fully familiar with the basic APA guidelines. The student must secure approval of the outline and be awarded credit before proceeding to writing the Nature of Leadership Essay.

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp
& Chnge

Method(s): Learning
Achievement

Course Type Leadership and
Change

**LC-7180B: Nature of
Leadership & Change B**

Students demonstrate their familiarity with an understanding of leadership theories, concepts, and themes and their application to an area of the student's interest. They demonstrate an ability to analyze, synthesize, generalize, and apply a significant and relevant body of leadership scholarship to an area of interest, or organization or social context. This is a conceptual paper that demonstrates a critical and reflective approach to learning that discusses ideas drawn from

the literature, relates them to each other, makes generalizations, and applies them.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7300B2: Research Redesign Essay

In this Learning Achievement, the student demonstrates deep knowledge of at least two research methods by selecting two published, peer-reviewed studies in the student's professional field, one qualitative and one quantitative, and redesigning them to address the original research purpose(s) but using the opposite paradigm, with different methods, data collection strategies, and/ or analytical techniques. By critiquing each study and presenting an alternative, the student explores the epistemological differences of distinct research paradigms.

Min. Credits: 8.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7300B3: Critical Review of Research

In this Learning Achievement, the student conducts a review of the foundational, conceptual, and research studies in a chosen field of interest. The student should approach the literature with a general question in mind. This can include humanistic or interpretivist approaches. The search process has to be clearly documented incorporating the evolution of the search process to identify the literature relevant to the topic. At this stage the student may refine his/her question or questions based on the extant literature. Next s/he determines which areas of research within the topic are most relevant to the refined question and chooses a subset of the original search. Although there is no expected number of articles/books, the student is expected to do a comprehensive search that may end up with 15-30 articles depending on the topic or area of interest. This subset becomes the foundation for the critique of the research.

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp

& Chnge

Method(s): Learning
Achievement

Course Type Leadership and
Change

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

Course Type Leadership and
Change

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

Course Type Leadership and Change

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

Course Type Leadership and Change

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

Course Type Leadership and Change

LC-7400A: Individualized Agreement Proposal A

The ILAs are conceived of as building blocks of the Dissertation Proposal. Students are encouraged to design one of the ILAs around a content area related to their Dissertation work (typically ILA-A).

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-7400B: Individualized Agreement Proposal B

The ILAs are conceived of as building blocks of the Dissertation Proposal. Students are encouraged to design one of the

ILAs around a developing competence in the research method of their Dissertation (ILA-B).

Min. Credits: 4.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

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

Course Type Leadership and Change

LC-8000: Dissertation Proposal

The Dissertation Proposal is one of the milestones of the Dissertation journey. Once the authentic question or statement has been captured, the Dissertation Proposal is the formal presentation of the planned Dissertation research and methods. The student must articulate a strong, clear, and meaningful research question or statement. The proposal is not meant to be an exhaustive product but should be designed to demonstrate a grasp of the literature and methodology needed to complete the Dissertation. A typical Dissertation Proposal is

approximately 100+ double-spaced pages. However, the length may vary. Students should refer to the Dissertation Handbook for full details.

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-8100: Dissertation

This course is for Cohort 10 and prior students.

Min. Credits: 80.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-8110: Dissertation

This course is for Cohort 11 and later students. The purpose of the Dissertation is to produce new insights, new materials, or new methods in the student's field of specialization and to have generative impacts on the student's practice. It may also replicate and extend an earlier study for the purpose of correcting errors, eliminating

shortcomings, enhancing in new directions, or clarifying it. The project must be meaningful and provide evidence of familiarity with existing research in the relevant scholarly and practitioner fields. Please refer to the Dissertation Handbook for full details.

Min. Credits: 76.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-75011: Individualized Agreement Final A

The ILAs are conceived of as building blocks of the Dissertation Proposal. Students are encouraged to design one of the ILAs around a content area related to their Dissertation work (typically ILA-A).

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

LC-76011: Individualized Agreement Final B

The ILAs are conceived of as building blocks of the Dissertation Proposal. Students are encouraged to design one of the ILAs around a developing competence in the research method of their Dissertation (ILA-B).

Min. Credits: 16.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Learning Achievement

Course Type Leadership and Change

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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)

Course Type Leadership and Change

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 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)

Course Type Leadership and Change

LIB (Liberal Studies)

LIB-3002: Path With Heart: Searching for Meaningful Vocation

This course will explore the true meaning of vocation as a strong inner drive or calling toward a specific kind of action in the world. By examining the nature of this guiding force through first hand accounts, psychological theories, religious texts, and mythology, students will become better attuned to the movements of their own true calling. Further engagement in writing prompts, group exercises, and class discussions will help students gain the confidence required to seek out fulfilling work in the world. Attention to one's genuine vocation not only contributes to the greater good, but gifts individuals with a deep sense of purpose and meaning to their lives.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

LIB-3004: Make Money, Do Good

Living one's values and enjoying financial rewards are not mutually exclusive. This course is equally suited for all students: whether looking for ways to earn money in work that fits one's values and/or pursuing Leadership and Sustainable Business studies.

Agility with basic, sound financial principles pays off. This course explores the intersectionality of financial literacy, sustainability and good governance at multiple scales. Individuals make choices in their personal relationship with money and meaning.

Entrepreneurs form business ventures that balance cash flows and environmental or social impact. Billion-dollar organizations exist to sell products and services that promote sustainability and the social good. Course topics include using Balanced Scorecard techniques, researching and developing financial projections and sustainability metrics, analyzing cash flows and needs, and understanding interest and the time value of money.

Activities include working with basic spreadsheets to develop cash budgets, case studies, team presentations, and developing compelling arguments for doing

good and making money.
Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary 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,Antioch Univ Los Angeles

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

LIB-3020: Power, Privilege & Oppression

This course explores the American cultural constructions of race/culture, religion, gender, social class, ability, and sexual orientation. Human variations will be investigated from multiple perspectives. We will examine the themes of power and privilege through various disciplines. While examining our individual and collective roles, we will investigate how inequity and oppression are embedded in history and maintained through systemic policies and unconscious reactions. We will also explore the individual as an agent of social change and explore ways to facilitate equity. and justice.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

LIB-3800: Special Topics in Personal, Professional & Career Development

Includes course offerings of special interest in personal, professional and/or career development

Min. Credits: 1.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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 their area of concentration. It supports completion of their portfolio demonstrating core program liberal arts competencies, and design of the senior synthesis project. Taken in the student's penultimate or next-to-last quarter. Requires Advisor and Chair signatures approving readiness to enter into your last two quarters.

Min. Credits: 1.0 **Max Credits:**
2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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, Online
Meeting (synchronous)

Prerequisites: LIB-4400:
Competency Integration Seminar

Corequisites: LIB-4500: Senior
Synthesis Project

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

LIBM (Library Media)

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)

Course Type Teacher Education

LIBM-6035: School Library Advocacy

This online course prepares candidates with the advocacy, communication, and leadership skills and dispositions to position the school library program as an essential component of student learning. Candidates identify influential stakeholders, create targeted messaging such as talking points, an infographic, and an elevator speech, and apply library and education research to substantiate the value of school library programs and its staffing. Candidates practice grant writing, engage in legislative advocacy, and create a library webpage for parents. As a culminating assignment, candidates develop a

multi-year advocacy plan with communication strategies to use with school administrators and other stakeholders.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom

Course Type Teacher Education

LIBM-6045: Tools for Technology-Enabled Learning, Gr. K-8

Teacher librarian candidates 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)

Course Type Teacher Education

LIBM-6055: Librarians As Curric & Assessmt 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): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Teacher Education

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 (including BYOD and 1:1 strategies). 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 Meeting
(synchronous), Online
(asynchronous)

Course Type Teacher Education

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 Meeting
(synchronous),Online
(asynchronous)

Course Type Teacher Education

LIBM-6085: Selections for Collections: Child/YA Literature

This course examines children's and young adult literature appropriate for today's K-12 school library using a cultural framework to develop critical standards for selecting library material. Online and print selection sources and criteria provide varied lenses for expanding participants' literary worldviews, emphasizing a multicultural and global focus for collection consideration. Reading advocacy [tools] and promotional activities address author studies and visits, genrefication, literary genres and awards, and selection alignment with CCSS, NGSS, and SEL standards. Library candidates select recently-published, quality 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 Meeting
(synchronous),Online
(asynchronous)

Course Type Teacher Education

LIBM-6095: Legal and Ethical Issues in School Libraries

Candidates explore four 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 and classroom 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 through 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)

Course Type Teacher Education

LIT (Literature)**LIT-1510: Independent Study**

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

LIT-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

**LIT-3016: Family Sagas:
Intergenerational Trauma**

This course explores the ways literature represents intergenerational trauma as it relates to the experiences of people living in different racialized, gendered, and national subjectivities. We will examine a variety of literary texts including novels, memoirs, short stories, and film to understand the relationship between storytelling, narrative, and intergenerational trauma. We will think critically about the ways that experiences such as racial trauma, domestic violence, and immigration experiences transcend generations, and about how writers have used literature as a means for grappling with the legacies of these experiences. At the same time, we will also consider the complex ways that issues of race, gender, and citizenship intersect in the course texts as we discuss both the possibilities, as well as the limits, of the work performed through literature.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**LIT-3018: Literature of
Protest**

From the writings of this country's First People, to the Civil Rights Movement, the Black Lives Matter protests and beyond, this class will explore first hand accounts of the literature of protest in America. We currently live in polemical times, rife with dissent and outcries from many sides of the political spectrum. In addition, we are witnessing some of the largest rallies of objection that have ever occurred within the realm of environmental issues, women's rights, LGBTQIA recognition, and immigration status. What can be learned from the voices of the past? Further, how do we most effectively speak our hearts and minds in the ever-shifting landscape of the 21st century?

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

LIT-3020: Indigenous Voices

This course delves into the literature and poetry of contemporary Native American authors. We engage the works of Leslie Marmon Silko, Sherman Alexie, Joy Harjo, N. Scott Momaday, Robin Wall Kimmer, and many more. We will endeavor to understand the multitudinous fabric that inspires and informs these writers including: the role of cultural genocide and decline, intersectionality, and the collision of postmodernism and capitalism within native traditions. The resilience of the human spirit, the acknowledgment of tragedy, and the dedication to survival pervades these writings. My hope is to respectfully bear witness to the pains, joys, and complexities of the Native American experience.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

**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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

LIT-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

LIT-3900T: A Million Little Lies: Dishonesty & Deception in Creative Nonfiction

This one-day workshop considers memoir as both a literary genre and cultural phenomenon, and invites students to wrestle with questions about the ethics of identity appropriation, the limits of creative license, and the ways in which our seemingly insatiable cultural appetite for stories of extremity, excess and trauma help to create an environment that encourages authors to misrepresent their identity or experience. Students are expected to complete all assigned

reading prior to the workshop, participate in creative writing exercises, and contribute to robust class discussion.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

LIT-4370: Special Topics in Contemporary Literature

This course will engage students in a focused study of contemporary literature (works written since about 1960). The class will approach long and short-form fictional works from a variety of historical, stylistic, and thematic vantages. To allow for in-depth treatment of this variety of approaches, the course is designed to rotate its emphasis each time the course is offered. This sequentially shifting focus will allow the course to encompass works from around the globe and to highlight the multiple literary movements and critical approaches of the past 50+ years. This class can be repeated for credit, only when a different topic is covered.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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 and 21st century writers.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

LIT-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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)
Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Los Angeles
Method(s): Classroom
Course Type Liberal &
Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal Arts, Science & Social Science

MAT-1510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MAT-2510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MAT-3060: Math and Social Change

This course combines lectures and demonstrations, classroom projects, and experimental learning. It examines contemporary global issues and utilizes mathematical concepts, tools and formulae in possible solutions for matters of injustice. We will analyze major social issues, such as but not limited to women's rights, civil rights, immigration, ecology and LGBTQ equality, where numbers play a large role. Students rely upon their current mathematical skills, but also learn how to extend them into complex quantitative and social applications. Each reading

assignment has been selected to demonstrate the social issues and to identify and practice the mathematics contained in each selection. Students will be asked to lead a discussion with the class of the assigned reading selection, analyze it for the math contained therein.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

MAT-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the

established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MAT-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

MAT-3941: Special Topics in Math

Offers students a concentrated examination of a special topic that reflects current issues related to the discipline. May be repeated for credit with topic change.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

MAT-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Online (asynchronous), Online Meeting (synchronous), Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

MGT-3660: 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 Santa

Barbara, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

MGT-3850.SB: Strategic Human Resources

Management and Leadership

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, Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

MGT-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MGT-3980: 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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

MGT-5422: Multicultural Competencies in Healthcare Administration

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Business Administration

MGT-5424: Health Insurance and Reimbursement

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Leadership and Change

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 place 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)

Course Type Leadership and Change

MGT-5554: Optimizing Leadership Skills: a Woman's Guide to Claiming Space

We live in a world that rewards women for making themselves small. This course uses the bestselling book, "A Woman's Guide to Claiming Space" a deep dive into the five aspects of claiming space. These include enhanced body language techniques, stopping self-sabotage, thwarting sexual harassment and embracing intersectionality. It will explore both big ideas and actionable tools which empower women both professionally and personally. Synchronous live weekly meetings.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Leadership and Change

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)

Course Type Leadership and Change

MGT-5558: Intentional Leadership: Harnessing the Power of Values, Self-Care, & Inclusivity

This course will take students through a deep dive on the connection between inclusivity, work values and self-care. This course is designed to not only expose attendees to concepts such as oppression, privilege, and intersectionality, but provide an opportunity to intentionally reflect on ways in which these concepts have influenced their careers and

leadership style thus far. Students of this course will walk away with a clear strategy and plan on how to utilize their specific experiences and roles to challenge white-centered professional norms and values in their lives and in their work with colleagues and/or supervisees. Finally, this course will walk participants through a multidimensional self-care model that can be integrated into a well-rounded self-preservation strategy that bridges personal goals and professional goals.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Leadership and Change

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

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

Course Type Business Administration

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.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Business Administration

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)

Course Type Business Administration

MKT (Marketing)

MKT-3000: Market Analysis & Research

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

MKT-3010: Applied Integrated Marketing Communication

This course provides a broad introduction to integrated marketing communications (IMC). Students learn the elements of a

strategic communications plan. In the class, students also review marketing mix development in various product/service life stages of a company. This helps students gain an understanding that the integrated communications plan must tie to business goals, audience relevancy, market penetration, and measurable results. Lastly, students gain an understanding of how to plan and implement an integrated marketing communications plan from the viewpoints of advertising agencies, businesses, and nonprofit organizations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

MKT-3020: Web Analytics

This course explores best practices and applications for analyzing online marketing activities. Specifically, this course will explore the collection, measurement and analysis of metrics for the purposes of improving web-based marketing. This course teaches web analytics through practical applications, with a focus on deriving actionable insights.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

MKT-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MKT-3980: 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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Business
Administration

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 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

Course Type Business
Administration

MNM-5112: Democracy, Capitalism, and the Nonprofit & Voluntary Sector

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 in the American social and economic context.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous), Online Meeting
(synchronous)

Course Type Business Administration

MNM-5150: Nonprofit versus for-profit: What is the right choice?

Have you sometimes said, "I want to start a nonprofit"? Or, do you have an idea that you believe passionately would improve individual lives or the life of a community but you are unsure how to realize your dream? Or, are you a creative type with no interest in "business" but who knows that what is created needs some sort of organizational container? This course is intended to provide guidance to those who possess both an entrepreneurial or creative spirit and a deep desire to do good in the world. It will survey the legal organizational structures that are available within the United States and assess which are best suited for achieving desired outcomes.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Business Administration

MNM-5151: Fundamentals of Nonprofits

When individuals possess a passion for engaging in some creative or humanitarian work in the world, they sometimes assume that "starting a nonprofit" is the means to that end. And so they launch into the start-up process before first taking time to understand just what a nonprofit is. This course is intended to guide such individuals in learning about the nature, purpose, and structure of nonprofit and voluntary organizations within the American economic and legal context. After briefly reviewing the three basic purposes of nonprofit organizations recognized by the United States legal system (discussed in MNM-5150), it will examine the four essential functions inherent to the nonprofit structure and assist potential founders in developing an outline of a start-up plan.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Prerequisites: MNM-5150: Nonprofit versus for-profit

Course Type Business Administration

MNM-5152: The Successful Nonprofit Start-up: Keys to Success

The founding of a nonprofit organization is an act of hope and good will. It is also a project that inevitably confronts its leaders with many challenges: Who should lead? For how long and in what manner? How will we garner the resources we need to accomplish what we have set out to do? What resistance will we encounter? Who are the stakeholders? What kinds and levels of capital will be necessary for success (social, financial, natural, and human)? These are just some of the questions that founders and founding board members must answer. To equip them with the tools to put forward feasible answers, this course is intended to apprise would-be founders of some of the likely hurdles they will face and how not to be tripped by them.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Prerequisites: MNM-5151: Fundamentals of Nonprofits Course

Course Type Business Administration

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)

Course Type Business Administration

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

Course Type Business Administration

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

Course Type Business Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business
Administration

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)

Course Type Business Administration

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)

Course Type Business Administration

MUS (Music)

MUS-2510: Independent Study: Music

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MUS-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

MUS-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

ORN-1510: Independent Study: Orientation

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

PHI (Philosophy)

PHI-2510: Independent Study: Philosophy

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

PHI-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

PHL-3941: Special Topics in Philosophy

Every quarter, a variety of one-unit seminars are offered on contemporary issues.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

PHL-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

POL (Political Science)

POL-3310: The Rise of the Black Power Movement and The Black Panther Party

This course critically examines in historical context, and the intersection of the Civil Rights Movement, Black Power Movement and how the protracted struggles waged by African Americans for social justice and full equality brought about the founding of the Black Panther Party for Self Defense. Tracing the 1966 formation of the Panther

Party in Oakland, California, after the death of Malcolm X in 1965, students will explore the early influence and impact of the Black Power Movement in establishing specific community-based programs, the philosophical and political underpinnings of the BPP emphasis on self-defense, community organizing and empowerment, and how the party organized against the onslaught of the FBI's Cointelpro program. Students will additionally examine the BPP impact on contemporary movements of social change including the Black Lives Matter Movement and the party's lasting legacy in current African American culture and political engagement.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

POL-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

**POL-3941: Special Topics in
Political Science**

Offers students a concentrated examination of a special topic that reflects current issues related to the discipline. May be repeated for credit with topic change.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

POL-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

POL-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

POL-4530: Internship:

Political Science

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Education

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

Course Type Clinical Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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 a 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)
Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

PSC-5061: Psychopathology

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)
Course Type Applied Psychology

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
Prerequisites: Clinical Skills II
Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSC-5451: Substance Related Disorders & Other Addictive Behaviors

This course addresses the major substance related disorders and other addictive processes. It includes a comparative study of different diagnostic, therapeutic, and theoretical approaches to the treatment of these disorders. Additional topics include a classification of the major substances of abuse and other objects of addiction, the impact on families, the impact on society, and cultural sensitivity when working with diverse populations.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Applied Psychology

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)

Course Type Applied Psychology

**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

Course Type Applied Psychology

**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

Course Type Applied Psychology

**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

Course Type Applied Psychology

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)

Course Type Applied Psychology

PSC-5552: Substance Related & Co-Occurring Disorders in the Older Adult

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom,Online (asynchronous)

Course Type Applied Psychology

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

Course Type Applied Psychology

PSC-5610: Social, Cultrl, & 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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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)

Course Type Applied Psychology

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)

Course Type Applied Psychology

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)

Course Type Applied Psychology

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 of 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

Course Type Applied Psychology

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 originals 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSC-6110: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 0.0 **Max Credits:** 8.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSC-6500: Practicum

In this course students continue honing their clinical and professional skills as they continue their work in University approved practicum sites. 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 reinforced. Students gain an overview of both the MACP conferral process and the process of applying to become a Registered Associate with the BBS.

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Clinical Training

Course Type Applied Psychology

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

Prerequisites: Psychotherapy in Context, Clinical Skills I, Clinical Skills II, Prof Ethics & the Law: Applic, Clin Skills w/ Fam & Couples, Dom Violence: Sppl, Eldr, Chld, Practicum: Professional Orient

Course Type Applied Psychology

PSC-6512: Practicum II: Treatment Planning and Clinical Interventions

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

Prerequisites: Practicum I: Cl Eval & Crs Int

Course Type Applied Psychology

PSC-6513: Practicum II: Treatment Planning and Clinical Intervention With Latino Clients

This practicum course builds upon the skills acquired in Practicum I- clinical evaluation, diagnostic assessment, and crisis intervention. This practicum course focuses on individual and family interventions, including the use of evidence-based treatments and the effects of trauma. A systemic perspective is emphasized that addresses contextual issues for the Latino examining 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. Based upon their

understanding of clinical interventions, students will learn to integrate their knowledge of clinical interventions and compose a basic treatment plan that addresses goals for psychotherapy and to make community referrals for collaborative treatment services.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Prerequisites: Prac II: Tx Pln Clin Intv

Course Type Applied Psychology

PSC-6514: 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

Prerequisites: Prac III: Case Conceptualization

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSC-7071: Research Methods in Clin 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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 Assess Lab

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

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, LCSW, 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSC-7980: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 0.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Thesis / Dissertation
Course Type Clinical Psychology

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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

PSY-3040: 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 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

PSY-3110B: Art Therapy in Practice

This 10-week experiential course invites students to apply practical approaches to clinical issues through the use of art therapy. To gain insight into the universal nature of art, creativity, and how trauma & loss, conflict/resolution and clinical issues can be accessed, assessed and healed through the use of art and psychotherapy. Through the use of role-play, clinical and theoretical demonstrations, art directives/interventions, readings, lectures, written essays/projects, students will learn practical and clinical approaches of the therapeutic alliance within the

perspective of Art Therapy. Discussion and exploration of this orientation and how it relates to or supports other theoretical perspectives may be an additional part of the coursework and written assignments.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

PSY-3240A: Psychology of Happiness

This course will introduce students to the field of Positive Psychology and invite students to think critically about concepts of happiness. We will examine understandings of happiness across time and cultures, familiarize ourselves with Positive Psychology's growing influence on clinical practice, and engage discussion around diverse representations of happiness. We will evaluate constructions of happiness, including those emerging from popular culture and the media, the field of psychology, and other discipline-specific discourses, seeking to make distinctions between personal experience, science, and cultural myth. Students will be invited to draw connections between course readings on happiness and wellbeing and their own lived experiences. The course will involve discussion of both scholarly readings on the science of happiness and more popular texts (often as targets for critical evaluation); relevant film and

video; small group work, interactive exercises, an interview assignment, and the designing of a happiness project.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

PSY-3240B: Shakespeare Deconstructed: Gender and Power Play

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

PSY-3270A: Critical Psychology

This course investigates domains of social interaction that operate under the guise of neutrality: language, education, research, media, and the field of mental health. What are ways that Critical Psychology can be used to question the status quo? How can a critical approach to psychology challenge the assumptions of traditional, mainstream psychology? The class will invite new awareness of such themes as normativity, power, social justice, hidden ideologies and accountability. It will draw on ideas from critical theory, social constructionism and postmodernism. Classes will include readings, films and engaged participation in group discussions and exercises.

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

PSY-3290: 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 Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

PSY-3310B: Postmodern Approaches to Addiction Treatment

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of

learning, and grounds for evaluation

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

Course Type Liberal & Disciplinary Studies

PSY-3330: Culture & Emotion

The science of emotion is critical to our understanding of human behavior and needs. This course explores the major psychological perspectives on emotion, both historic and contemporary, with an emphasis on cultural context. Topics include the components and functions of emotions, causes of emotions, and individual, gender, and cultural differences. Students will explore the causes of emotional dysfunction and how emotions can be regulated and controlled.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

**PSY-3350: Psychopathology:
the Nature of Mental Ill**

The science of emotion is critical to our understanding of human behavior and needs. This course explores the major psychological perspectives on emotion, both historic and contemporary, with an emphasis on cultural context. Topics include the components

and functions of emotions, causes of emotions, and individual, gender, and cultural differences. Students will explore the causes of emotional dysfunction and how emotions can be regulated and controlled.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal Arts, Science & Social Science

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 studies 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

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

PSY-3510: Independent Study - Psychology

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

PSY-3530: Internship: Psychology

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

PSY-3550: Healing From Trauma

This course will offer an overview of trauma, loss and the theoretical frameworks that link trauma to the healing process, including diversity and cultural implications. Various traumas such as domestic violence, violent crime, grief, and natural disasters will be considered in this overview along with responses such as post traumatic stress disorder (PTSD). We will explore effective therapeutic interventions for both children and adults.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

PSY-3900AN: Narrative Phototherapy

Society and Western culture has become progressively rooted in social media and photographic portrayals. Such presentations represent a form of meaningful storytelling. This 1-unit workshop will introduce students to the usefulness of meaningful photographs to individuals within psychotherapy and collaborative postmodern therapeutic practice. Images can provide fertile territory for imaginative exploration in conversations providing a multiplicity of possibilities. Students will learn how invitations into storytelling in photographic social media contexts can be helpful within individual, group, and community clinical work. Students will also

learn various ways in which participant photography can be employed to explore problematic and preferred stories in counseling. Using a framework grounded in postmodern therapy, students will be introduced to deconstruction and externalization practices using photographs as a catalyst to springboard preferred narratives.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

PSY-3942: 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 Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

PSY-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not

generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

PSY-3980: 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: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ

Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

PSY-4510: Independent Study: Psychology

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

PSY-4530: Internship: Psychology

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

PSY-4580A: Spiritual Psychologies & Psychotherapies

This course will consider the relationship between psychology, religion, and spirituality from multiple perspectives. We will use exercises, discussions and written assignments to explore where religion and spirituality may limit or expand our understanding of psychology. How do spiritual and religious beliefs contribute to meaning making and healing? What are the similarities/differences between spirituality and religion? What are possible consequences of overlooking the spirit when addressing psychological issues? Are there implicit biases against theistic themes within psychology? The class combines theoretical and experiential learning to examine a range of religious and spiritual interventions. We will look at their applications within our lives and as a way to broaden our understanding of therapeutic approaches.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

**PSY-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, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

**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

Course Type Liberal & Disciplinary Studies

PSY-4805: Global Mental Health Reform

This course explores needed mental health reform through social, cultural and transnational lenses, especially addressing emerging themes and frameworks that support a global decolonization of mental health policy and application. It explores the intersections of law, policy, and practice, with particular discussion of current developments in Roe vs. Wade and implications on mental health in the United States.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSY-4810: Special Topics in Spiritual Studies

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

Course Type Liberal & Disciplinary Studies

PSY-4820: Global Mental Health Reform

This course explores needed mental health reform through social, cultural and transnational lenses, especially addressing emerging themes and frameworks that support a global decolonization of mental health policy and application. It explores the intersections of law, policy, and practice, with particular discussion of current developments in Roe vs. Wade and implications on mental health in the United States.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

PSY-4910: Sex-Positivity and Social Justice

This course will involve an exploration of sex-positive human sexuality through a socio-cultural lens, engaging students with curiosity regarding diverse and radicalized self-expression with an emphasis on sex-positivity and social justice. An interactive and collaborative class format will be utilized, with discussion of weekly readings, class role-plays, group activities, guest speakers, and addressing topics including gender roles, romance and fantasy, kink and BDSM, transgender identities and communities, sexual trauma, sex workers, feminist and queer theory, polyamory, intersexuality, and interpersonal challenges from family and culture.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5010D: History and Systems of Psychology

This course will survey the historical events relevant to the development of modern psychological theory, research, and application. We will review the roots of modern psychology in philosophy (beginning with the Greeks) and the biological and physical sciences. The course will also describe the different schools (e.g., structuralism, functionalism, behaviorism, Gestalt psychology) and theories that emerged when psychology became a separate academic discipline (in the late 1800s). We will also look at the ways social and technological contexts have influenced the evolution of psychology theory, research, and practice. Finally, we will look at the current state of the field of psychology and anticipate its future directions.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom, Online (asynchronous)

Course Type Applied Psychology

PSY-5060E: Career

Development I: Theories

The purpose of this course is to help students gain an understanding of the world of work and of the career counseling process. This course will expose students to the history of career counseling and the influence of social, economic, cultural, psychological, and political factors on career development. Students will build foundational knowledge in career development theories and development. Students will build foundational knowledge in career development theories and decision-making models across the life span, including technology and information resources, commonly used career assessment instruments, and practical strategies to implement career development activities. Students will also explore career counseling needs specific to diverse populations and identify strategies for culturally responsive career counseling.

Min. Credits: 3.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom,Online (asynchronous)
Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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
Course Type Applied Psychology

**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)
Course Type Applied Psychology

**PSY-5120C: Advanced Field
Study in Community
Psychology**

This course provides students with the opportunity to work independently or directly with a community agency on a project to further develop skills in prevention, program development, evaluation, consultation, collaboration, psychoeducational group and/or in-service training development. The prerequisite(s) for the field study is the corresponding core course (e.g., students engaged in field study involving program development and evaluation must successfully complete PSY 5450E prior to enrolling in the field study).

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 & Mehtod
Course Type Applied Psychology

PSY-5120D: LGBT Community Action

This class introduces LGBT Specialization students in the last quarters of their education to the importance of engaging the LGBT community as a way of becoming effective, competent mental health care workers, and to the notion that psychotherapy and community psychology activism go hand-in-hand in our work to intervene transformationally on heterosexism, cis-sexism, oppression, and unjust power as this manifests both in the psyche and in society. The class should seek to integrate learning from the LGBT Specialization and can be conceptualized as a "capstone" class. The class also works to help prepare LGBT Specialization students for work in the community post-graduation and is an important step on their way to Professional Development. Students will conceptualize a project and create goals and a timeline for the project (that will reach fruition by the end of the

quarter).

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5470:Human Sexuality

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5140A: Photoanalysis in Clinical Practice

This workshop intends to provide students with the knowledge and skills useful in reading and interpreting both public and personal photographs. This information can then be a catalyst for therapeutic communications, making it possible to have a dialogue that might be resistant to the usual therapeutic inquiry, as well as making it possible to recall blocked, denied or forgotten material. Students will also learn the theory of photoanalysis as well as specific techniques to work with their clients and their photographs. The workshop will do this by guiding students to observe and evaluate the body language, placement in groupings, distance between people as well as emotional reactions to photographs and the feelings seen in the pictures they bring. Family systems theory will be applied to what is seen in intergenerational photographs, to

better understand how family patterns appear throughout the generations.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5150C: Professional Development Seminar: Therapy As a Career

Students will gain practical knowledge regarding specific career opportunities for therapists including clinical work in private practice, school-based, and agency settings as well as non-clinical work in community settings. Students will develop their professional identity through deliberate practice, intentional networking, and consultation with other professionals. Students will also define their professional goals for clinical and community practice, both inside and outside of the therapy "room."

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5190K: Gay Male Identity: Sex, Love, Intimacy, & Other Clinical & Community Issues

The development of a self-valuing identity as a modern gay male can be seen as a progressive journey from undifferentiated merger with collective norms (such as the default assumption of heterosexuality) through struggles with internalized homonegativity, optimally leading to the claiming of one's sense of self as "gay and good." While this struggle is intensely personal for the individual, it can also be helpful to look at the rise of gay identity historically, from ancient homosexual wisdom traditions to modern gay experiences. Some attention will be given to the influence of the Gay Liberation Movement on LGBT Studies, multiple oppressions and multiculturalism, assessing for levels of internalized homophobia and differentiating effects of homophobia from more traditionally understood characterological problems. Students will learn to distinguish psychodynamic, humanistic and CBT theories upon which this

workshop is based as well as analyze postmodern ways of addressing unjust power and white supremacy. Students will review, develop and analyze interventions to assist gay male clients in working through challenges to a self-valuing identity. Participants will learn to differentiate between attaining a healthy gay identity and a further psychological development that can be stated as "coming out inside." Students will learn the importance and benefit of working in the transference with gay male clients through practice in recognizing overt and subtle demonstrations of transference material. Likewise, the countertransference (especially erotic) of the therapist will be reconsidered from a gay-affirmative perspective which, while acknowledging and attending to the shadow aspects of such transference, will also recast these feelings as essential, creative, libidinal, gay psychic energy to be directed toward healing the lingering wounds of homophobia and heteronormativity.

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

Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5201: Interrupting Intergenerational Trauma and Advancing Development in Children and Families: A 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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5210D: Transference/Countertransference: Eros And Psyche

The emotionally intimate relationship between therapist and client can provide rich opportunities for psychological initiation, healing, and growth, but also challenges the ability of each person in the encounter to tolerate the heat of closeness. In

this ten-week course, we will work together to explore the full gamut of feelings and fantasies that arise between therapist and client, with special attention to erotic desires that often develop in the therapy room. When handled carefully with respect to legal and ethical boundaries, transference and countertransference experiences often create an essential alchemical dynamic driving the success of the therapeutic process. Emphasis will be placed on learning how to tolerate and work with countertransference in order to contain our own issues as well as a way to understand the client's inner emotional world. The course will combine reading, discussion, exercises, clinical demonstrations, theoretical learning, creative projects, and the option for research to explore various dynamics for clients and clinicians of all genders and sexual orientations as well as diverse cultural and racial backgrounds. Ideas about transference, eros, relatedness, and projective identification found in existentialism, Jungian psychology, object relations, and relational psychoanalysis will help around the experience. This is a core course for the Specialization in Spiritual and Depth Psychology,

and is open to all Antioch MAP students who have taken Personality I as an elective. A sincere interest in or at least openness to the particular qualities of introspective, feeling-oriented psychoanalytic theory and practice will be assumed, and the class is designed for those who have some enthusiasm for delving deeper into the unconscious psyche. We will often be working with painful and/or embarrassing feelings, but hopefully we can cultivate a playful, nonjudgmental environment where it can feel safe to open up and take some risks.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5310A: Personality Theory I: Psychody

Course Type Applied Psychology

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

Course Type Applied Psychology

**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

Course Type Applied Psychology

**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

Course Type Applied Psychology

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 divers 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

Course Type Applied Psychology

PSY-5250FR: The Integration of Buddhism & Psychology: East & West Join in France (SDP)

This course offers students a rare opportunity to foster global citizenship by participating in a 7-day meditation retreat and seminar in a Tibetan Buddhist spiritual and educational center established in Toulouse, France, the Institut Vajra Yogini (IVY). The course will also include some touring of local villages, as well as spending a day at Nalanda, a Buddhist Monastery in the Tibetan Gelukpa tradition. Students will gain an appreciation of the historic link between France and

Tibetan Buddhism: after the Chinese invasion of Tibet in 1950, which included the dismantling of highly protected and revered Tibetan Buddhist educational and monastic centers, along with the exile of the Dalai Lama, the spiritual and political leader of Tibet, Tibetan Buddhism has found safe haven in a number of Western countries, most notably the France and the U.S. Toulouse, France, is dense with its own socio-political history, religious life, and folk traditions. Fittingly, the Institute serves as a venue for meaningful intercultural cross-pollination, particularly between Tibetan Buddhism, French culture, and the international community. Students in this course will engage in a developing dialogue that allows for both an appreciation of Tibetan Buddhist mindfulness meditation practices and psychology and the relevance of this tradition to French community life, French psychotherapists, developing models of Western Spiritual and Depth Psychology, and students' personal, cultural, and psycho-spiritual development. IVY is affiliated with practitioners who are also psychotherapists working from a variety of clinical approaches, including Jungian and MBSR. Lectures and discussions

will consider contemporary applications of these models and mindfulness-based approaches within French and international community mental health settings. In addition, students will engage in both meditation and yoga throughout their time at IVY, with the intention of establishing or enhancing a personal practice and understanding experientially the value of an ongoing practice. The trip to Nalanda Monastery will expose them to the monastic life, as lived within an international community. Overall, the course offers a forum for exploration of the evolving dialogue between Tibetan Buddhism and its intersection with French and American psychological views of social justice, socio-cultural diversity, the unconscious, mindfulness and inner work, spirituality, and community activism.

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

Course Type Applied Psychology

PSY-5250JA: Japanese Approaches to Mindfulness & Mental Health (SDP)

This course is one of the international courses of AULA MAP (Master of Arts of Psychology Program) with the aim to expand students' understanding and experience of the Japanese psychosocial and spiritual paradigms while developing cultural and human diversity sensitivity, and embodying a responsive, active, and conscious global citizenship as prospective psychotherapists. Three required pre-departure class meetings will introduce the background and the objectives of this course, and elicit individual and collective responsibility as representatives of an international academic institution in Japan. Students are going to get introduced to Japanese main historical events from Meiji Era onward; conceptualization of personality; key concepts of space, landscape, cosmology, and spiritual practices shaping identity and social relations (intrapsychic, intrapersonal, and interpersonal); Japanese hierarchical society; and comparative overview of individual and collective psychosocial paradigms. Throughout the sixteen days in Kyoto the students are going to

reside at Shunkoin, a Zen Buddhist temple, where they will have the opportunity to get introduced to Zen Buddhist meditation practice, Japanese approaches to mental health issues, Japanese art, cultural and religious traditions. Pre-programmed field study, such as a visit to Hiroshima Peace Memorial Museum, and full immersion in Japanese culture through free exploration are also included as essential requirements of this course. The students are expected to live communally, cooperatively, and interdependently; respect the local cultural and social lifestyle, contribute with services at the temple grounds and guest house, and commit to face challenges as opportunities to deconstruct pre-conceived notions and perceptions. Shunkoin Temple is located at the Northern part of the 14th century-built Myoshinji, the headquarters of Myoshinji School of Rinzai-Zen Buddhism, the oldest and largest Zen Buddhist temple complex in Japan.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied 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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

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 psychospiritual 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

Course Type Applied Psychology

PSY-5310J: Life As Practice: Inner Work, Social Responsibility, and Community Service

Does innerwork invigorate collective consciousness and thus the need to claim social responsibility? Does becoming an engaged citizen engender the need for innerwork practice? What is the difference between compassionate action and acting out unconscious infantile agendas (e.g. codependence)? Does your vision of your intrapsychic self match your vision of your professional self? Remembering the socially engaged, progressive roots of depth psychology and the element of community service that is at the core of many traditions of self-realization, this course provides an opportunity for students to explore experientially the interconnection between inner work and both community and professional wellbeing. Transpersonal and depth psychology offers a theoretical framework whereby extraverted acts of community service, including professional development and introverted acts of internal transformation are viewed as triplicate engines of the development of consciousness and global transformation. Students will investigate this

premise through non-clinical service work in the community, exploration into developing a personal professional self, innerwork practices drawn from classical and depth psychological mindfulness, class and online dialogues, and creative and written work considering the clinical relevance of students' findings.

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5320B: Advances in Personality Theory: Emerging Perspectives in Spiritual & Depth Psychology

This workshop provides a forum for the critical review and discussion of emerging perspectives and voices in the field of Spiritual and Depth Psychology personality theory. Personality is understood broadly as developmental trends within individuals and relational systems extending to groups, communities, and planetary ecologies. Depth psychological theories may intersect with other fields including feminism, BIPOC and LGBTQ affirmative studies, community psychology and psychoanalysis, social dreaming, archetypal psychology, eco-psychology, post-modernism, psychedelic assisted therapies, mindfulness informed clinical practices, neuroscience, and quantum physics.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A:
Personality Theory I-Psychody
Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5330K: Mindfulness in Clinical Practice

In recent years, mindfulness has become a popular and useful

ingredient in psychotherapeutic practice. This course will explore the connections between Eastern traditional practices, current psychotherapeutic approaches, research related to mindfulness, and contemporary neuroscientific findings. We will consider how to integrate mindfulness into clinical practice with cultural appreciation and sensitivity for clients from a variety of cultural, economic, and social backgrounds. Additionally, students will develop mindfulness-based clinical skills and explore specific mindfulness-based clinical modalities including Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Relapse Prevention (MBRP), and Acceptance and Commitment Therapy (ACT). Specific attention will be paid to the impacts of trauma and how to work safely with clients experiencing acute and/or post-traumatic stress. A social justice framework will undergird the class.

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

Course Type Applied Psychology

PSY-5330L: Introduction to Classical Mindfulness- Based CBT for the Treatment of Post-Traumatic Stress Disorder

This workshop seeks to introduce students to the use of classical mindfulness as a complement to the widely researched CBT techniques for the treatment of Post-Traumatic Stress Disorder (PTSD). Therapeutic processes derived from principles of classical mindfulness have been identified that may more effectively target sensations, feelings, and thought based symptoms of PTSD. The workshop provides an opportunity to consider a variety of clinical strategies to facilitate client's acquisition of mindfulness skills within and between therapy sessions. The workshop will consist of presentations, systematic mindfulness practice sessions, practice sessions to clinically apply mindfulness in combination with CBT, and review and discussion of cases histories.

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5350K: Advanced Family Systems

Advanced Family Systems is a process-oriented seminar in which students engage in the practice of the various styles of family therapy interventions, including systemic, strategic, object relations, cognitive behavioral, structural, experiential, among others. The students will also work on the transgenerational dimension of family systems by practicing how to use standard genograms as well as cultural and spiritual genograms in family therapy assessment and treatment.

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

Course Type Applied Psychology

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 the 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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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:

Assesment of Psychopatholy, PSY-5410G: Psychopathology & Treatment

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5410D: Documentation Basics: How to Write an Effective Treatment Case Note

This workshop will examine the complexities of case notes and client charting issues in terms of law, ethics and theoretical orientation. Students will examine the purpose of creating client chart notes, as well as the possible ramifications of failing to consider all relevant legal and ethical issues in documenting treatment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5410G: Psychopathology & Treatment Planning (90)

This course introduces students to treatment planning addressing several classes of mental disorders as defined by the DSM 5. Students will review the importance of assessment as a precursor of a biopsychosocial approach to treatment planning addressing: crises, symptoms, emergency situations, human diversity variables, referrals to professionals of other areas of

expertise, access to assertive outreach services, and sustainability of wellness as perceived by the client/patient/consumer. Students will gain basic competence in terminology, documentation, and communication styles utilized in different treatment settings in order to be able to perform clinically in a collaborative manner. As a template for the development of treatment plans, students will apply the Recovery Model tenets and evidence-based practice by highlighting strengths, counteracting stigmatization, advocating, empowering, and demonstrating unconditional hope for the betterment of the client/patient/consumer's quality of life. Personal biases impacting clinical assessment and formulation of treatment plans will be emphatically explored in order to stimulate students' sensitivity when working with diverse populations and psychosocial paradigms. Discussions about the different treatment approaches (biomedical, evidence-based, psychosocial, and theory-based) will be stimulated in a manner that fosters students' critical thinking and insights into the different ways in which psychopathology and treatment

are determined and conceptualized. For the entirety of the course, students will be encouraged to perform with personal and academic integrity and follow the ethical and legal protocols as prospective MFT trainees.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F: Assessment of Psychopathology

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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 Developme

Course Type Applied Psychology

PSY-5430X: Eco-Psychology: the Environment and Mental Health

Ecopsychology involves the recollection of the more than human world in the human psyche for the benefit of both. In this course students will learn about the field of ecopsychology and its applications in ecotherapy. We will examine the way concepts of nature have been shaped by a culture of extraction and exploitation, and mirror the inequities we perpetuate as a society that contribute to human suffering and ecological devastation. We will explore the implications of the natural world on the therapeutic relationship. Students will gain practical knowledge of interventions and considerations for conducting ecotherapy with clients to address a variety of issues including grief related to environmental devastation. In addition to readings, in class discussions, and case presentations, students will be asked to engage with experiential exercises in order to facilitate deepening relationships with the self, and the natural world.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5430Y: Working With Adolescents: How to Process And Treat Adolescents' Issues

This course is designed to review adolescent behaviors, explore mental health challenges, and expose students to techniques of how to work with adolescents from an individual process standpoint, a family relational and process perspective. Cultural responsiveness and the challenges of engaging of marginalized youth will be reinforced. The Workshop will make use of readings, lecture, video presentations, and break out group discussions and breakout group role plays.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5430C: Child and Adolescent Development

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5440K: Contemporary Issues of Aging

This course considers issues for aging individuals in contemporary society from a biopsychosocial perspective. Topics include cultural differences, relationship issues, spiritual themes, physical challenges, caregiving and long-term care, psychodiagnostic considerations, community resources, and family dynamics. Students are encouraged to consider their own issues and feelings in dealing with elders in therapy and/or community work.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5450AA: Compassion Fatigue: Taking Care While Taking Care

This workshop is designed to assist students in identifying the conditions and early indicators of potentially harmful occupational hazards and developing valuable self-care skills to prevent compassion fatigue and burnout.

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

Course Type Applied Psychology

PSY-5450CC: Grantsmanship for Non-Profits

This course is designed to introduce students with little or no grant-writing experience to the tools and skills necessary to write effective grants. The focus of this course will be on grant-writing for non-profit organizations and will emphasize corporate and foundation grantmaking (minimal attention will be paid to governmental grants).

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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
Course Type Applied Psychology

**PSY-5450DD: Empowerment
in Community Practice**

This one-day, one-unit workshop will explore the fundamental roots of empowerment and powerlessness - social power. Students will learn contemporary theory on social power and empowerment. Additionally, students will develop a holistic view in applying empowerment theory to practice in the community. Pre-assigned readings should be completed before the class meeting and students will complete a term paper.

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

Course Type Applied 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

Course Type Applied Psychology

**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

Course Type Applied Psychology

PSY-5450JJ: Social Justice Advocacy Skills

The purpose of this course is to introduce students to contemporary language, intervention, and clinical theory and skills for practicing social justice in psychology. Rather than exploring social justice theory as an abstract construct, students will develop an understanding of practice-based intervention and case conceptualization skills for working with social justice and advocacy within themselves.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5450Q: Seeing the Glass Half Full: Asset-Based Community Development

This two-day workshop is designed to introduce students to theories and methods in asset-based community development (ABCD). ABCD is growing movement that considers local assets as the primary building

blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities. In this two-day workshop, students will be introduced to ABCD and learn strategies for harnessing assets from citizens, local associations and institutions and bringing them together to address community concerns and challenges.

Students will be introduced to the process of asset mapping and apply this process to a community to which they belong.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5450Z: Mental Health Paradigm in Action: 21st Century Recovery Model

This course will introduce students to the Recovery Model, a powerful and important concept in the delivery of mental health services and key to the new models of community mental health service delivery within the

Mental Health Services Act. Topics addressed will include the origins and history of the Recovery Movement, an overview of the Recovery Model, and the role of mental health professionals in recovery. Special emphasis will be placed on the skills and competencies necessary to work effectively within the Recovery Model, best practices for mental health professionals, and emerging opportunities for community mental health professionals created by the Mental Health Services Act.

Through films, lecture, interactive exercises and community opportunities, students will explore how the Recovery Model and integrative community services for individuals living with mental illness can lead to positive outcomes and social justice for individuals often marginalized within their own families, communities, and within the systems of mental health service delivery. Students will be introduced to the changes in attitudes, expectations, and outcomes (for both practitioners and consumers), necessary to achieve and maintain recovery.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop
Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5460D: The Psychology of Disability and Chronic Illness

This workshop is designed to introduce students to psychological theory and research related to physical disability and ableism. Students will consider the clinical implications of their own and societal views on disability through readings, self-reflective exercises, classroom dialogue, and lecture.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5460H: Psychotherapy As Liberation & Social Transformation: a Diversity Workshop

The workshop uses a multi-disciplinary approach to explore the ways an understanding of psychology, individual development, and interpersonal communication can facilitate human freedom and social transformation. This course takes concepts that were discussed in previous Psychology courses, and integrates those with material from sociology, group dynamics, and intercultural communication. Transformation and Change is viewed dynamically, and participants will learn to integrate 'systems thinking', client intra-psychic conflicts and the larger socio-political context into their practice of psychotherapy.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Prerequisites: PSY-5410G:

Psychopathology &

Treatment, PSY-5310A:

Personality Theory I: Psychology

Course Type Applied Psychology

PSY-5470C: Humor and Healing

This one day workshop will review theories of humor, historical and present positions on the use of humor in therapy, kinds of humor and what they may reveal about

personality.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

This course is a continuation of Assessment and Treatment of Addictive Disorders (PSY 5500B) and Psychopharmacology (PSY 5390D). This class examines the assessment, diagnosis, conceptualization, and treatment of clients suffering from co-occurring disorders. A variety of treatment modalities will be explored, including but not limited to: an introduction to medical interventions (medical detoxification as well as the (contra)indications of psychopharmacological

intervention); family therapy; individual psychotherapy; recovery models (residential, community-based, etc.). The course also touches upon the socio-political implications implicitly or explicitly present in each modality and the impact of public policy.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Prerequisites: PSY-5410F:

Assesment of

Psychopathology,PSY-5410G:

Psychopathology &

Treatment,PSY-5500B:

Assessment & Treatment of Addi

Either Previous or Concurrent:

PSY-5390D: Psychopharmacology

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Prerequisites: PSY-5500B:

Assessment & Treatment of Addi

Either Previous or Concurrent:
PSY-5430C: Child and Adolescent Development

Course Type Applied Psychology

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

Course Type Applied Psychology

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
Course Type Applied Psychology

**PSY-5530D: Crisis
Intervention Workshop Theory
and Therapy**

This 1-day workshop is designed to teach students practical approaches to assessing and treating suicidal clients in crisis. Students are given an overview of current theories, basic concepts and various models of crisis intervention involving suicidality. Through multiple case vignettes and videos, students gain an understanding of the dynamics suicide assessment and treatment. With updated research and strategies, this workshop makes a clear connection between ongoing crisis prevention, mitigation and response to suicidality across populations and in multiple community settings. Attention to provider self-care is also discussed.

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
Course Type Applied Psychology

**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
Course Type Applied Psychology

PSY-5550D: Introduction to Relational Gestalt Theory and Therapy

This workshop 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 relational Gestalt therapy. Methodologies include theory lectures, experiential exercises, a clinical demonstration, dyad work and class discussion. Participants learn about the historical context of Gestalt Therapy and its theoretical foundation, and explore integration of the theory in clinical work through exercises and demonstrations.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

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
Course Type Applied Psychology

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
Course Type Applied Psychology

PSY-5600E: Somatic Psychology: Waking Up the Emotional Body

This course examines and discusses somatic psychology; its core principles, practice, and application of the mind body relationship to therapeutic intervention. Students will review the development of somatic psychology, the embodied self, and build basic competency in therapeutic techniques to expand intervention wholly through the mind and body. Students will practice and experience somatic interventions first hand with in-class exercise and community based experiences.

Min. Credits: 3.0 **Max Credits:** 4.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Workshop
Course Type Applied Psychology

PSY-5610A: Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice

In this workshop we will explore and practice a form of classical yoga meditation as a tool for self-exploration and developing the capacity for observing the experiential flow of the mind with acceptance, friendly curiosity, witness-consciousness. We will examine aspects of countertransference theory from psychodynamic and other contemporary western therapy traditions and explore how they relate to principles of yogic spirituality. The workshop will emphasize current theory validating the therapist's use of her/his inner life in clinical work. We will work to develop skills drawn from experiential and yogic spiritual traditions and focus on actual clinical examples and practical application of the theory, methods and techniques covered in the workshop. The workshop will include sharing, group discussion and clinical supervision of case examples drawn from participants experiences. A fundamental principle of the workshop will be the idea shared in therapeutic and yogic spiritual

traditions, that an attitude of nonjudgmental acceptance; of self, of mental contents and emotions, and of clients, produces healing and transformation.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

Course Type Applied Psychology

PSY-5640E: Introducing Narrative Therapy in Clinical Practice

Students will learn the underlying assumptions, the working principles, and the beginning practices of engaging resource-oriented Narrative Therapy in a clinical context.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5640F: Queer Counseling and Narrative Practice

Students will learn the assumptions, working principles, and beginning practices of postmodern, resource-oriented brief therapy with LGBTQ-identified individuals, couples and families, through reading, class

discussion, dyadic role-play, film presentation and instructor interviews. Specific models examined will be Narrative Therapy and Solution-Focused Therapy, in addition to Social Constructionist perspectives, with the purpose of challenging marginalizing discourses, and developing preferred LGBTQ identities.

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

Course Type Applied Psychology

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 video 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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5670P: Working with Juvenile Offenders: Treatment Implications and Interventions

Through this course, students will sharpen their skills in critical thinking and achieve a higher level of understanding on issues confronting this most criminogenic population of any given society. In addition to the emphasis on multiple perspectives on the origin and nature of juvenile delinquency and corresponding social interventions, students

Techniques involved in counseling adult and juvenile offenders. Emphasis is on development of effective communication models and treatment oriented programs for counseling clients in a correctional environment. Focus is on development of rapport with court directed and court committed adult and juvenile offenders

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

Course Type Applied Psychology

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 Developme

Course Type Applied Psychology

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 Developme

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5680MA: Community Interventions With LGBT Youth

The purpose of this course is to introduce students to contemporary language, intervention, and clinical theory and skills for working with LGBT youth. Rather than exploring theory as an abstract construct, students will develop an understanding of practice-based intervention and case conceptualization skills for working with LGBT youth, issues of adultist, homophobic, biphobic, and transphobic power and privilege in therapy, and queerpositive methods of assessment and psychotherapy.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5711: Disasters Mass Violence and Psychologic al 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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5717: Attch-Inf. Grief Ther

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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)

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5725: Holistic Treatment Interventions for Trauma Recovery

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

Course Type Applied Psychology

PSY-5730D: Clinical Applications of Winnicott's Thinking

This one day workshop provides an examination of the theory and technique of object relations theory as conceptualized by D. W. Winnicott. Demonstrated and supervised role playing will be provided.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5730K: Melanie Klein: Object Relations for Relational Therapies

In this workshop, we will address object relations theory as an adjunct and valuable aid in relational therapies. We will focus on the work of Melanie Klein as well as elaborations on her theories by Winnicott, Bion, Fairbairn, and Guntrip in addition to modern relational psychoanalytic thought such as Aron and Mitchell, and Bromberg. On day 1, we will explore "mostly theory" including object relations' positions (paranoid-schizoid and depressive); primitive defense mechanisms (splitting, projective and introjective identifications), role of envy, reparation and

gratitude; love and hate; and the life and death instincts. On day 2, we will focus on "mostly practice," applying these concepts to the clinical arena in terms of diagnosis, transferences, and the role of object relations in treating relationships whether internal or external.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5730T: Attachment and Affective Neuroscience

This workshop will provide an overview of attachment theory and affective neuroscience perspectives. We will focus on the process of bonding and the significance it has on fundamental neurobiological development in the body and in the brain. We will be particularly interested in social-emotional development throughout the lifespan and will become familiar with classical attachment theory as well as modern day interpretations and extensions of these theories.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied 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

Course Type Applied Psychology

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 Developme

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5810J: Inner Theater: Working With Active Imagination (SDP)

This workshop provides students with an opportunity to explore the therapeutic value of working with active imagination. Active imagination is a Jungian-based technique for dialoguing with figures, images, and ideas within one's inner world. The intention of the class is to provide an introduction to the theory, technique, and application of

active imagination. Applied active imagination exercises aim to support students in their creative process, psychological awareness, and personal growth. Each student will have the opportunity to utilize the active imagination technique drawing from a dream, fantasy, life issue, fairy tale, or cultural myth. This is an elective for the SDP specialization.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5840: Therapy As a Profession Disorders

This one-day one-unit workshop will explore the establishment of the psychotherapeutic frame in private practice. We will concentrate on the emotional and psychological resistances involved in developing a private practice and how handling the frame appropriately is the key factor for a successful treatment. We will also explore practical aspects such as setting fees, establishing a cancellation policy, marketing and dealing with insurance and billing. Instructor will use clinical example to illustrate the concepts presented.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5880C: Profiles of Self-Injury

Profiles of Non-Suicidal Self-Injury Why do some individuals intentionally engage in behaviors that cause themselves bodily harm? This course explores common types of self-harm, teases out motivations for the behaviors and offers steps for

helping these individuals find safe outlets for stress or pain.

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

Course Type Applied Psychology

PSY-5890S: Trauma in Childhood & Adolescence

This workshop focuses on the effects of Trauma and Complex Trauma in Children and Adolescents. The workshop will explore the effects of Child Abuse and Neglect, Domestic and community violence on youth. The workshop will also examine the impact of historical, racialized trauma, systemic inequities, bias as well as effects of the Pandemic on children and adolescents.

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5910A: Grief and Bereavement for Adults and Children

The goal of this workshop is to introduce students to the study of grief and bereavement across the developmental stages of childhood to later adulthood from a biopsychosocial perspective. Among the topics included are classical and post-modern theories of grief and loss; loss as a normative experience and process; intervention strategies; attachment and loss in pregnancy; retirement and reinvention; and, transference and countertransference in grief/loss work.

Min. Credits: 2.0 **Max Credits:** 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop
Course Type Applied Psychology

PSY-5910D: Childhood Grief and Loss

The goal of this workshop is to understand the grief process in children across the development spectrum from the early childhood years through adolescence. In this course, students will gain knowledge of current theories about grief reactions in children and adolescents, and how to apply theory to practice. Students will learn how to recognize and distinguish between typical grief reactions and complex grief reactions. Students will gain proficiency in implementing appropriate interventions when working with grieving children and adolescents.

Min. Credits: 1.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Workshop
Course Type Applied Psychology

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
Course Type Applied Psychology

PSY-5930BB: Affirmative Addictions, Treatment Sensitization, and Skills Workshop

This workshop will sensitize students to the multicultural, diversity, and clinical issues involved in approaching substance abuse treatment from an affirmative perspective. It will explore the intersection of two forms of addiction that are highly prevalent in LGBT communities substance use disorders and sexual compulsivity. Broadly, this workshop will discuss and explore diagnostic criteria, prevalence rates, biopsychosocial co-factors, developmental theories, sexual health and risk factors, and LGBT affirmative approaches to treatment. Students will be challenged to critically evaluate hetero-normative biases inherent

across cultures and how such biases impact the assessment and treatment of substance use and sexual addictions. Attention will also be given to co-morbid psychological conditions common among dual-diagnosed clients. While the first day will focus on relevant clinical issues and theory, the second day will focus on clinical application and skill building. The workshop is meant to create a basic foundation of knowledge and skill essential to providing affirmative addictions treatment.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470: Human Sexuality, PSY-5500B: Assessment & Treatment of Addi

Course Type Applied Psychology

PSY-5930DD: Multicultural Mental Health

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5930PP: LGBT Soul Psychology: the Alchemy of Same-Sex Love, Bi-Love and Gender Variance

This course encourages students to explore the possibility that LGBTQ individuals experience similar and differing representations of archetypal patterns that necessitate revisiting concepts, such as anima/animus and shadow (the personal unconscious), that comprise the individuation process advanced by depth psychology. Students will explore depth therapists' and scholars' works that conceptualize an

integration of Jungian psychological theory and practice with LGBTQ-affirmative psychotherapeutic theory and practice across the socio-cultural spectrum.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

PSY-5930QQ: Therapeutic Process With Transgender Clients (LGBT)

The purpose of this course is to introduce students to contemporary language, intervention, and clinical theory and skills for working with transgender clients. Rather than exploring theory as an abstract construct, students will develop an understanding of practice-based intervention and case conceptualization skills for working with transgender clients, issues of homophobic, biphobic, and transphobic power and privilege in therapy, and queer-positive methods of assessment and psychotherapy.

Min. Credits: 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5470:
Human Sexuality

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5930X: Contemporary Mental Health With Queer Women

This workshop is designed to acquaint students with current psychological theory and research related to lived experiences of queer women in the United States. Students will consider the clinical implications of their own and societal views on intersections of gender and sexuality through readings, self-reflective exercises, classroom dialogue, and lecture. Specific topics will include identity development, heterosexism and homo/biphobia, internalized oppression, substance use,

intersecting aspects of diversity, and feminist and multicultural theories.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5930Z: Affirmative Psychotherapy

This course is designed to provide students with an introduction to the principles of the school of "affirmative" psychotherapy that emerged in the 1970s during LGBTQ+ liberation and has evolved into its own school of thought. This line of thought reached a significant consolidation with the publication of the American Psychological Association's "Guidelines for Psychotherapy for Lesbian, Gay

and Bisexual Clients" (APA, 2000) which itself built on a rich literature developed over a generation of engaged research, theory and practice, and additionally with "Guidelines for Psychological Practice with Transgender and Gender Nonconforming People." A variety of texts have come out that further explored these concerns (see course texts, for example). The literature suggests that it is neither scientifically sound nor morally tenable to view LGBTQ+ individuals through an "illness" model. It is furthermore suggested that therapists need to become attuned to their own prejudicial biases and moreover become proactively educated in the culture, family/kinship structure and ethos of queer peoples, if they are to be both ethical and reasonably helpful to their LGBTQ+ as well as queer and questioning clients. This class attempts to develop a practical and "general form" of addressing these historic guidelines through sensitization, education and clinical practice. Through reading and understanding, we will attempt to bring together the sensibility of variety of different modalities (e.g., humanistic; psychodynamic; CBT; postmodern; and existential) to

achieve a preliminary and respectfully eclectic "working model" of how to do "affirmative" therapy. Ideally, students should leave this class feeling that that they know how to conduct therapy with an LGBTQ+ client because they have gained the listening, intervention and treatment planning skills to intervene helpfully on overt and covert homo-negativity that distinguishes them as "competent" and "trained" in this emerging and urgently needed, new field.

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

Course Type Applied Psychology

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
Course Type Applied Psychology

**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

Course Type Applied Psychology

**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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5940M: Frontiers in Integrative Depth Psychology

Integrative Depth Psychology (IDP) is an emergent field of study and in this class is investigated as the intersections of psychoanalytical/depth psychology, socio-cultural studies, diversity consciousness, mindfulness studies, transpersonal psychology, and neuroscience. This course is structured as a laboratory to investigate current ways in which these respective fields are cross-pollinating and informing methods of pedagogy, inner work, psychotherapy, and community wellness practices. Students' contribution to this emergent field is understood as the frontier of the field and toward this end the core learning activities of the course involves the students' development of their own professional interests. Class work includes readings in historic and current literature in the field, students' inner work practice,

class discussion, development and completion of a research project, and completion of a collaborative course project based on the student's research project. The course draws on post-Jungian theory, which both critiques limitations in C.G. Jung's classical model (e.g. Eurocentric, colonial, binary assumptions) and highlights meaningful advances in the field. Key content areas in this course include an intercultural, feminist, BIPOC and LGBTQ affirmative consideration of the role of spirituality in the development of personhood, and study of the nature of self. The course will focus on techniques that facilitate awareness of the process of psychic projection. Particular attention will be paid to the analytical psychological technique of shadow work and its role in personal and community healing and transformation—namely of systemic problems such as racism, homophobia, transphobia, sexism, misogyny, violence against children, economic injustice, ecological alienation and abuse, and geopolitical violence.

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
Course Type Applied Psychology

PSY-5940P: The Shadow Side of Spirituality: a Clinical Consideration of the Traumatizing Legacy of Organized Religion

For many, religion and spirituality is complicated by the legacy of violence and neglect that has been committed in the name of religious/spiritual values. This workshop provides students with an opportunity to explore, from a clinical and personal perspective, the religious dimension of the psyche and its shadow as expressed through collective religious/spiritual abuse, addiction, and trauma. We will discuss religious organizational problems of racism, homophobia, sexism, and other forms of social control, as well attempting to appreciate the origin and psychological function of these devices. Students will examine the post-traumatic effects of religious violence, often clinically manifesting in depression, substance abuse, relational difficulties, personality disorders, self-harm, and sociopathy. Students will also explore the potentially numbing effect of

spiritual bypassing which may contribute to turning a blind eye on issues of social justice as well as a failing to embrace one's personal shadow. Participants will explore the issue of spiritual/religious longing, which is sometimes juxtaposed, to feelings of marginalization by the broader religious community. Students will have the opportunity to reflect on methods of validating spiritual longing as well as religious trauma with an eye toward cultivating authentic spirituality, personal and community empowerment.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A:
Personality I

Course Type Applied Psychology

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

Course Type Applied Psychology

PSY-5940W: Introduction to Jungian Sandplay Therapy

Known as an important psychotherapeutic tool for enhancing awareness of deeper emotions in a non-verbal way, Sandplay Therapy is introduced by Sachiko Taki-Reece, Ed.D., MFT, and Jungian analyst

specialized in Sandplay Therapy and Dream Interpretation. The workshop provides students with the history and primary theoretical foundations of Sandplay Therapy from a Jungian perspective, familiarity with the Sandplay apparatus, and introduction to actual application of basic clinical techniques. Students will have the opportunity to engage in experiential exercises working with the positioning of miniature figurines on sandboxes, and examine intrapsychic material emerging from the Sandplay process. Discussion of a case study will highlight the benefits of Sandplay Therapy as a psychotherapeutic tool for affect regulation, including effectiveness in promoting natural disaster relief.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A: Personality I

Course Type Applied Psychology

PSY-5940X: Depth in Nature: Trauma, Somatic, Mindfulness, & Equine Assisted Psychotherapy (SDP)

Equine Assisted Psychotherapy (EAP) is a cutting-edge form of treatment that uses the powerful instincts of horses to help humans recover from trauma, depression, anxiety, and other challenges. Through archetype and myth, horses have been part of the human psyche for centuries; yet, only recently have we begun to harness their wisdom for human healing. This workshop will provide students with an introduction to the history, theory and practice of EAP. Students will spend a day in nature and have an opportunity to participate in experiential learning with the horses. This hands-on workshop is designed to provide students with experiences to deepen self-awareness, improve clinical work, and learn how working with horses can quickly illuminate dynamics and give immediate opportunities for growth and change.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Prerequisites: PSY-5310A:

Personality I

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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 5000AA: Clinical Training Readiness, 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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Liberal & Disciplinary Studies

PSYC-3200: Loss & Grief: Interdisciplinary Perspect 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

Course Type Liberal & Disciplinary Studies

PSYC-3210: Special Topics in Developmental Perspectives

A rotating set of courses explore historical and contemporary themes of lifespan development through the lenses of psychological, socio-cultural-racial and biological theories and research. Developmental perspectives courses aim to help students gain a better conceptual

understanding of healthy development, to engage biases and critiques in the field, and focus on ways to practically remedy concerns around well-being from infancy to elder years.

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-3212: Positive Psychology & Resilience

We will explore positive psychology, resilience, thriving and strength-based approaches through the lenses of psychology, health psychology, wellness and social justice challenges. We will look at how this work is grounded in current clinical approaches, research and theory. Students will have opportunities to reflect on the place of these concepts in their own lived experience and communities.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-3214: Somatic Awareness: Engaging the Body

This course is about building awareness of the sensations in the body and the experiences of the senses as they guide thinking, feeling, social cues, and the expression of emotions. Students will explore the polyvagal theory, interoception, cultural learning, and the felt sense of complex relationships we have with basic needs, social engagement, trauma, movement, tolerance, stress, judgment and fear in the body and develop a deeper understanding of the blocks to awareness and connection in relationship.

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-3216: Applied Mindfulness

Students will review elements of holistic healing and wellness principles for daily life, with a special emphasis on developing non-judgmental awareness through mindfulness strategies such as mindfulness meditation, body scanning and simple yoga postures. Assignments will include developing an on-going mindfulness program for self and/or others.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-3218: Creative Arts Healing

People have been using expressive arts as tools for expression and healing for centuries. Today, expressive arts are used in therapeutic, rehabilitative, educational, and community settings to foster holistic health, communication, and positive social and cultural healing & change. We will investigate and reflect upon art therapy and expressive arts mediums and directives, and explore how creativity can impact

a person's level of functioning and sense of possibility by allowing emotions to be creatively channeled into the expressive arts for release and transformation. Previous artistic training is not necessary. The focus is on the process of making art and exploring what the art means to the individual, not on the aesthetic outcome.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-4010: Embracing Neurodiversity

This course introduces students to the concept of neurodiversity as it applies to psychological diagnoses, behavioral observations, treatment, practice and the development of cultural knowledge and understanding of emotional and somatic attachment, cognition, and learning. Students will review the history of neurodiverse cognitive and emotional realities--including autism, ADHD, OCD and other conditions--current theories, research, practice, treatment and other clinically and socially relevant perspectives. Through an examination of disability law, review of literature on the politicization of neurodiversity, and a deep dive illuminating the ways in which white systems block advocacy, support, and awareness, students will become aware of challenges faced by neurodiverse people, relevant social movements and corresponding social justice actions.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ

Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-4012: Addictions

In this course, students will learn Attachment Theory first developed and researched by Bowlby and Ainsworth. A study of concepts such as a secure base, and attachment styles, addictions including sex, drugs, and shopping, and dysregulated behavior as a reflection of attachment, will offer a more expansive view of addiction treatment goals and foci and preventative strategies required for healthy communities.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-4014: Trauma & Boundaries

Students will explore how trauma influences the development of personal and professional boundaries; the formation, the holding, the verbalization, and responses to challenges to

boundaries. Students will study the ways in which culture influences our understanding of closeness and roles, relational goals, and failures, and develop personal strategies for healthy boundaries that can develop while healing and experiencing trauma for oneself and others.

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-4016: Navigating Depression & Anxiety

Students will explore the ways in which depression and anxiety influence life experience.

Theories, techniques, treatment modalities, and personal perspectives will guide the development of understanding possible when self-awareness-including somatic learning and messages which come from the body-reframes the emotional world. Impacts of racism and other forms of oppression on depression and anxiety and will also be addressed.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

PSYC-4018: Healthy Relationships & Emotional Regulation

Students will explore different types of relationships, including professional, personal, intimate, long term, parenting, and familial toward a greater understanding of adaptive patterns of relating, relational skills and tools including communication, emotional expression, psychobiological neuroscience, cultural rites of passage, the power of the narrative, and mental health markers toward emotional health. Students will engage in tracking misunderstandings, conflict, attunement, and increase somatic awareness to aid behavioral shifts toward improved relational outcomes.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online

Meeting (synchronous)
Course Type Liberal &
Disciplinary Studies

PSYC-4020: Ecopsychology

Ecopsychology is the emerging synthesis of psychology, ecology and the environmental movement. Ecopsychology invites us to examine our relationship with the other than human world, weaving personal, cultural, social, political and scientific perspective, for example, the effects and impacts of climate change on our psyches.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**PSYC-4022: Attachment &
Attunement**

Students in this course will explore the foundations and evolution of attachment theory from John Bowlby and Mary Ainsworth and review current theoretical contributions and perspectives on attachment and attunement including infant observation studies, lifespan research, research on adverse childhood experiences and

neuroscience as well as the impact of attachment on psychological health and trauma, relationships, family and other systems and somatic experience.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter

Location(s): Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal Arts,
Science & Social Science

**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

Course Type Liberal &
Disciplinary Studies

PSYC-4240: Health Psychology & Promotion

The leading causes of death globally are chronic illnesses linked to lifestyle, and viral infections that differentially impact marginalized groups and those with chronic illness. This course provides an overview of health issues as they relate to psychology, examining effects that are biological, developmental, social and cultural. Health disparities, global health challenges, and the powerful negative effects of systemic oppression and adverse childhood experiences on health outcomes are explored. The course introduces interventions for health and wellness promotion, increasing motivation for health behavior change, and coping with chronic illness and pain.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**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. Anti-racist, intersectional, and neurodiverse-affirming approaches will be highlighted.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

PSYC-7012: 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: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom

Course Type Clinical Psychology

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/PSYC-
7012: Foundational Clinical Skills

Course Type Clinical Psychology

PSYC-7032: 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: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom

Prerequisites: PSYC-7020:
Social Justice & Cultural
Competency I

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSYC-7210: Psychopathology

This foundational course introduces students to the multiaxial 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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)

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**PSYC-7320: Quantitative
Statistics and 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:

ResEthics & Quant Mthd/Analys

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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)

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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 polices 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSYC-7690: Introduction to Prescriptive Authority for Psychologists (RxP): History, Research, and Practice

PSYC-7690 introduces the field of prescriptive authority for psychologists (RxP). Since the endorsement of RxP by the American Psychological Association (APA) in 1995, RxP has experienced a slow, but steady growth. RxP is now legal in five States (Idaho, Illinois, Louisiana, and New Mexico); the Department of Defense (US Army, Navy, and Airforce); Public Health Service; and the Indian Health Service. There are now over 200 prescribing psychologists nationally. This course reviews the history of RxP, APA model curriculum, state laws, current research, drug classifications and target of treatment, adverse effects, medical issues posing as psychological issues, and clinical practice of the prescribing psychologist. Pathways to prescribing will also be discussed. Completion of this course, and

along with a graduate course in psychopharmacology, is meant to satisfy the Level 2 (collaboration) involvement with psychopharmacology as described in APA's Practice Guidelines Regarding Psychologist's Involvement in Pharmacological Issues. This class does not provide sufficient coursework to prescribe in states in which RxP is legal. We will take about what it takes to become a prescriber in the class.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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/PSYC-7032: Social Justice & Cult Comp II

Corequisites: PSYC-8010: Supplemental Supervised Experience

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PSYC-8010: Supplemented Supervised Exper

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

Course Type Clinical Psychology

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: Intergration

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

PY (Psychology - General)

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

Course Type Counseling

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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)

Course Type Relational Therapy

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

Course Type Creative Arts Therapies

PY-6807: 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: 3.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Creative Arts Therapies

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

PY-6825: Advanced DMT Seminar

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

Course Type Creative Arts Therapies

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

Course Type Relational Therapy

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

Course Type Relational Therapy

PY-6900: SIS - Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New

England

Method(s): Independent Study
Course Type Relational Therapy

PY-6905: SIS-Supervised Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study
Course Type Relational Therapy

PY-6908: SIS-Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study
Course Type Relational Therapy

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
Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

PY-6930X: 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

Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

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
Course Type Creative Arts Therapies

PY-6934: Internship Seminar in DMT I

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Counseling

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-7190: AdvSem-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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

PY-7720: Psychology 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-7811: Application of Objective Personality Tests in Psychology

This course continues to train students on various psychometric constructs (e.g., empirical criterion coding, base rate interpretation, incremental validity) 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. Application of these and other assessments in various settings (e.g., health) will also be discussed.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Online
(asynchronous)

Course Type Clinical Psychology

PY-7830: Feminism in Clinical Psychology

This course explores the contemporary influences of feminist theories upon psychology and clinical practice. Emphasized will be postmodern feminist writings in the areas of feminist psychoanalysis, feminist epistemologies, and feminist practice. Students interested in exploring one approach to diversity conceptualization are encouraged to participate.

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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-triers 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

**PY-8210: AdvSem-Intrvntn
Chldrn & Adol**

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

Course Type Clinical Psychology

**PY-8340: AdvSem-Psyc
Test/Eval Infts/Chldrn/Adol**

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

Course Type Clinical Psychology

**PY-8420: AdvSem-
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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-8670: SupvExp 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
Course Type Clinical Psychology

PY-8700: Test/Msrmnt 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-8710: Resrch 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-8800: Pro Sem I- Roles/Ethc

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PY-8900: SIS-Supervised Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8901: SIS-Elective

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Clinical Training

Course Type Clinical Psychology

PY-8902: SIS-Dissert Rsrch

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8903: SIS-Cogn/Aff Bas Beh

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New

England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8904: SIS-Research

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8905: SIS-

Intervention/Relationship

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8906: SIS-Clin**Techniq/Mthds Intrvntns**

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PY-8907: SIS-Assessment

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PYB (Behavioral Sci/Bio Bases)

PYB-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

Course Type Counseling

PYB-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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

PYB-5300: Intro Autism Spectrum Disorders

Min. Credits: 1.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Classroom

Course Type Relational Therapy

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

Course Type Creative Arts Therapies

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

Course Type Relational Therapy

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

Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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
Course Type Relational Therapy

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
Course Type Counseling

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

Course Type Relational Therapy

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

Course Type Relational Therapy

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
Course Type Relational Therapy

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)

Course Type Relational Therapy

PYB-6900: SIS- Psychopathology

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

PYB-6905: SIS-Human Development and Diversity

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

PYB-6910: SIS-Research & Evaluation

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

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

Course Type Relational Therapy

PYB-7110: AdvSem-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

Course Type Clinical Psychology

PYC (Concen Sem/Clin Tech)

PYC-7000: Psych Intervention 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PYC-7010: Psych Intervention II-Indiv & 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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PYC-7100: AdvSem-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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

**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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PYC-8900: SIS-Interventions

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PYE (Applied Exp)

PYE-8900: SIS-Appl Exp

Mgt/Sup

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PYE-8905: SIS-Appl Exp

Consult/Educ

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

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

Course Type Relational Therapy

PYG (Group Assessment/Intervention)

PYG-6040Q: Group Work Dance/Movement Therapy & Cns

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

PYG-6900: SIS-Group/Soc Sys

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Relational Therapy

PYI (Individual Behavior/Effective Intervention)

PYI-5380: ABA Interventns Systems & Implementatns

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

PYI-6900: SIS-Ind

Assmt/Interven

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Counseling

PYI-7040: AdvSem-Intgrtv Psychothrpy

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

Course Type Clinical Psychology

PYI-7050: AdvSem-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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

**PYI-7120: Adv Sem-Attchmnt
Complex Trauma Dev & Psy**

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

Course Type Clinical Psychology

**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
Course Type Clinical Psychology

PYI-8900: SIS - Intervention
Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit
Location(s): Antioch Univ New England
Method(s): Independent Study
Course Type Clinical Psychology

PYP (Psychology Practicum)

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
Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Creative Arts Therapies

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

PYS-8900: SIS-Organizations & Systems

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

PYS-8905: SIS-Supervision

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Semester credit

Location(s): Antioch Univ New England

Method(s): Independent Study

Course Type Clinical Psychology

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

QNT-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

REL (Religion)

REL-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

RES (Residencies)

RES-9010: Residency 1

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

Course Type Leadership and Management

RES-9020: Residency 2

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

Course Type Leadership and Management

RES-9030: Residency 3

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

Course Type Leadership and Management

RES-9040: Residency 4

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

Course Type Leadership and Management

RES-9050: Residency 5

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom

Course Type Leadership and Management

RES-9060: Residency 6

Min. Credits: 0.0

Credit Basis: Annual credit

Location(s): Grad School Ldrshp & Chnge

Method(s): Classroom
Course Type Leadership and Management

RES-9070: Residency 7

Min. Credits: 0.0
Credit Basis: Annual credit
Location(s): Grad School Ldrshp & Chnge
Method(s): Classroom
Course Type Leadership and Management

RES-9080: Residency 8

Min. Credits: 0.0
Credit Basis: Annual credit
Location(s): Grad School Ldrshp & Chnge
Method(s): Classroom
Course Type Leadership and Management

RES-9090: Residency 9

Min. Credits: 0.0
Credit Basis: Annual credit
Location(s): Grad School Ldrshp & Chnge
Method(s): Classroom
Course Type Leadership and Management

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)
Course Type Teacher Education

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)
Course Type Teacher Education

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)

Course Type Teacher Education

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)

Course Type Teacher Education

RLE-5355: Diagnosis/Assmt for Students W/ 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)

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Liberal & Disciplinary Studies

RLG-3941: Special Topics in Religion

Every quarter, a variety of one-unit seminars are offered on

contemporary issues.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

RLG-3960: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Business
Administration

SCI (Science)

SCI-1510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal &
Disciplinary Studies

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

Course Type QTR

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, Antioch Univ Seattle
Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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)
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

SCI-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

SCI-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally.

Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

SCI-4510: Science (Independent Study)

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal &
Disciplinary Studies

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)

Course Type Environmental
Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

SOC-3510.LA: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and

grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

SOC-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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 courses 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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

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,Antioch Univ Los Angeles

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

SOC-3960: Soc Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

SOC-3980: 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. 07 Dec 2022 11:44 AM Travis Monagle

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

SOC-4510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

SOC-4805: Global Mental Health Reform

This course explores needed mental health reform through social, cultural and transnational lenses, especially addressing

emerging themes and frameworks that support a global decolonization of mental health policy and application. It explores the intersections of law, policy, and practice, with particular discussion of current developments in Roe vs. Wade and implications on mental health in the United States.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

SOJ (Social Justice Studies)

SOJ-3010: Confronting Inequality

Current events continue to bring drastically increased visibility to long-standing inequalities, as well as stimulate myriad new grassroots efforts to bring change. The class will seek to deepen students' understanding of these systemic inequalities while focusing on community-based efforts toward racial justice and economic justice, also viewing this work through the lens of intersectionality. This is a historic moment, when long-sought changes may finally be possible. The class will also explore the change process itself, including the role of grassroots social movements, in order to deepen understanding of viable and productive strategies for change.

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SOJ-3012: Civil Rights Tour

Join a bus tour of key civil rights movement sites in the South on a tour led by well-known civil rights leader Dr. Bernard LaFayette. We will be meeting with 1960s civil rights activists who will tell their stories, visiting civil rights museums and other public history sites, and participating while on the bus in a "rolling seminar" on civil rights history, nonviolence, and the meaning and uses of nonviolence today, including stories of recent nonviolence work in Ferguson, Missouri, Nigeria, and elsewhere around the world. 2019 tour highlights include visits to the Martin Luther King Center and Museum in Atlanta; an exploration of the movement in Birmingham, Alabama; the bus boycott movement in Montgomery, Alabama; the voting rights campaign in Selma, Alabama; and the Freedom Rides, as well as a visit to Tuskegee Institute in Alabama.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SOJ-3014: Freedoms & Unfreedoms in US History

This course explores a central paradox in the history of the United States: the "inalienable right to life, liberty, and the pursuit of happiness" as articulated in the Declaration of Independence and the reality that many people have historically been excluded from those "inalienable rights." This paradox has been the source of many social movements as various groups sought to align America's everyday reality with its highest ideals, from the struggles to expand the vote, the anti-slavery and labor movements, women's movements, the civil rights movement, Native American movements, and contemporary movements for immigrant rights and more. The course will also explore the debates throughout American history about the meaning of freedom-from, for example, the 19th century call for freedom for the enslaved to contemporary conservative definitions of freedom. Students can expect to gain a solid sense of key dimensions of U.S. history from 1776 to the present.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ

Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SOJ-3016: Narrating Change: Stories for Collective Action

Stories affirm experience. Stories facilitate learning. Stories inspire dreams. Stories galvanize action. Stories are a source of voice and power. Stories are the language of relationship, pattern and context that help us engage and influence the complexities and messiness of existence. In sum, we make meaning and navigate life together using stories. This course explores the ways story can be used to prompt organizational and community change. Theory and methodologies are drawn from many academic, professional and applied fields of practice, including: participatory action research, organizational change, community development, social change and community-based arts. This course is designed for practitioners wanting to improve organizational practice and/or activists working for social change in life affirming ways.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**SOJ-3018: Movements of the
Marginalized Collective Action**

This class will look at the Black Lives Matter and LGBTQ movements as a way to look at civil disobedience, civil discourse, and the interconnectedness of the movements that have shaped much of the early 21st-century dialog. Students will explore how movements work and the impact being an activist, dissenter and bystander. We will draw from literature, culture, films and critical theory.

Min. Credits: 3.0 **Max Credits:**
4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**SOJ-3900: Special Topics in
Social Justice**

Includes course offerings of special interest in social justice studies.

Min. Credits: 1.0 **Max Credits:**
6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary 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

Course Type Liberal &
Disciplinary Studies

**SOJ-4400: Beyond
Homelessness Collective
Action**

The purpose of the course is to assist students in understanding the roots of homelessness in America today with an emphasis on how homelessness has grown as a major social problem in Seattle and King County since 1980. It will consider who is homeless and why, local efforts to address the problem - including both social service and social action efforts, impediments to effective solutions, the sectors of society that are responsible for addressing homelessness, and the actions that will be necessary to end homelessness, both locally and nationally. At the end of the course students will construct their own strategies for ending homelessness.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SOJ-4402: Youth at Risk Collective Action

This course addresses issues involved in assessment, intervention and consultation for at-risk youth and their families in the United States. Additionally,

policies and interventions that impact children in the State of Washington will be introduced and critically reviewed. Students will learn about different types of professionals that work with at-risk youth and how they can become more involved in their communities to help families with at-risk youth.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Seattle

Method(s): Classroom,Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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,Antioch Univ Santa Barbara

Method(s): Classroom
Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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-served populations.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal Arts,
Science & Social Science

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

SPIR (Spirituality & Religion)**SPIR-3010: Modernity & the Search for Meaning**

In the modern world it has become increasingly difficult to make sense of our experiences within a spiritual framework. Ironically, it is also a time when people are seeking answers or guidance to help them navigate the turbulent psychic landscape of our time. This course will explore the current modes of thinking around religion and spirituality

from an interdisciplinary approach. By examining the issues and concerns at the heart of contemporary existence, students will gain perspective on what it means to a conscious participant in the world today amidst its beauty and terrors. This course asks the question: How do we, as sentient beings, make or find meaning in our planetary situation?

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SPIR-3012: Wisdom of the Psyche: Depth Psychology Perspectives

This class will explore the field of Depth Psychology with the aim of introducing students to the core concepts and applications implicit in the study. This will include developing an understanding of the relationship between conscious and unconscious aspects of the psyche, considering the phenomenon of archetypes and symbols as dynamic manifestations of the soul, and recognizing the role mythology

plays in illuminating individual and collective patterns inherent in this living system.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle, Antioch Univ Los Angeles

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SPIR-3014: Zen & Taosim

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 Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SPIR-3016: Hinduism: Embracing Multiplicity & Paradox

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 Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SPIR-3018: Eco-Spirituality

In the 21st century, the global human family is living in the midst of a spiritual crisis of unprecedented proportions. Beset by apocalyptic visions of global warming, nuclear Armageddon and wars without end, the human soul is looking for a new dispensation, a new way of imagining the nature of the divine and the place of the human in an expanding universe, a way that is fully consistent with the emerging vision of the evolving cosmos revealed by science. In response to this cry for meaning, new forms of eco-spirituality are emerging that turn to the wisdom of the Earth herself as a source of hope and meaning. If only we could hear her voice! This class will explore this newly emerging eco-spiritual vision of the Dream of the Earth through the work of Thomas Berry, Jacob Needleman, Joanna Macy, Sandra Ingerman, Bill Plotkin, Anne Baring, Llewelyn Vaughn-Lee and other contemporary writers. The experiential portion of the class will focus on psycho-spiritual techniques for enhancing our communication with the Anima Mundi (the Soul of the World) and

the design and enactment of a Council of All Beings ritual.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

SPIR-3020: Buddhism's Myths, Magic and 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 tenants 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 Seattle

Method(s): Classroom, Online

Meeting (synchronous)
Course Type Liberal &
Disciplinary Studies

**SPIR-3022: Psychology &
Spirituality**

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
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**SPIR-3024: Cultivating
Gratitude**

This class will thoroughly examine an incredibly potent healing phenomenon and modality-the power of generating and cultivating gratitude. We will read many different perspectives on the notion of gratitude, and examine different cultural and social manifestations of the act including: ritual, mythology, prayer, affirmation, meditation, and sacred text. This course will also look at the research of gratitude through the lens of modern science. What effects does it have on the brain? How does the act of gratitude transform the individual, the family system, society, and the planet at large? Come prepared for an interdisciplinary journey that has the power to penetrate the human soul and the world soul in profoundly rewarding ways.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

SPIR-3026: Shadow & the World Soul

This course will examine the dynamic of the psychic shadow within both the individual and world soul. It will ask: what is the role of the shadow and what does it have to teach? By recognizing that the integration of the shadow is a crucial step in the process of individuation, the healing properties of this encounter with the Self become perceivable. Highlighting the inextricable connection between the individual psyche and the world soul or anima mundi, this class will seek to make meaningful and informed correlations between the dark night of the soul and the journey into shadow of the earth as a living system. The work of Carl Jung, Marie-Louise von Franz, and James Hillman, among others, will be analyzed. We will also read several historical accounts of famous shadow descents from literature in an effort to see the larger impact the journey had on the life of the individual. Hillman's concept of pathologizing will be emphasized in order to discern that the pathologies arising in the individual and world psyche have something to say about the state of world, and do not simply point to personal neurosis or meaningless eruptions of violence

on the world stage. This class will seek to understand the role the shadow plays in restoring homeostasis to a system out of balance.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

SPIR-3028: Ceremonial Design and Sacred Time

How can ritual be used to invoke time outside of time, and create sacred space? By exploring the nature of ceremonial design, participants will seek to understand the elements and structure that empower ceremony. Students will gain an understanding of the essential elements of a festival life, ceremony, ritual, and explore creating individual and collective celebrations.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

SPIR-3030: Practicing Self-Compassion: Meditations on Self-Care

It is often the case that we are our own most unrelenting critics. Many deeply compassionate people do not give themselves the same level of nurturing that they would to a good friend. This class will explore the importance of self-love through readings, personal writings, meditations, and exercises that generate the profoundly important attribute of self-acceptance. We live in a time when many of us are barraged with past and present traumas, feelings of anxiety, as well as notions of inadequacy amidst the complexities of our age. In this class, we will learn together how to be our own best advocate in order that we may better serve others with heart and in fullness.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

SSC-5010: Education and Human Development

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

SSC-5020: Conflict Resolution

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

SSC-5030: Management

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)
Course Type Individualized
Studies

**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)

Course Type Individualized
Studies

**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)
Course Type Individualized
Studies

**SSC-5044: Conflict Resolution
in Education**

Examine the nature and dynamics of conflict and ways to resolve and transform conflict. Experiential learning is used as the vehicle. Explore assumptions about communication and develop

skills for resolving interpersonal conflicts. How do you guide children through racial tensions, gender differences, variations in class, gender, and economics, bullying, and the specific challenges the participants in this course present? We will apply UDL to curriculum creation to prevent conflict. This course is designed to provide you with a deeper understanding of important topics to resolve conflict in school settings such as: components of restorative conflict resolution in the classroom, development of resilience, how a child organizes trust, emotional metabolism (when and how it is set and how to support can change), neurobiology of restorative approaches to conflict, how to stimulate self-reflection with each age child. We will address the importance of building trusting relationships between teacher and student and among the students themselves. This course includes creating a restorative environment. Activities, discussions, and simulations provide opportunity to reflect, hone, and develop conflict resolution skills with all age children. The goal is to create a safe space to constructively engage in conflict situations and restore well-being in

relationships.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

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)

Course Type Individualized Studies

SSC-5401: Social Science Colloquium I

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

SSC-5402: Social Science Colloquium II

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

SSC-5403: Social Science Colloquium III

Antioch University's Individualized Master of Arts program's half-day intellectual community brings together students, faculty, staff, alumni and invited guests to explore, investigate and celebrate various themes. The virtual colloquia can be accessed via Zoom video conferencing.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online (asynchronous), Online Meeting (synchronous)

Course Type Individualized Studies

SSC-5750: Topics Course: XXXX

Topics courses are inquiry-based investigations of a subject matter that involve dialogical interactions between a faculty member and several students who jointly explore the same subject matter from different perspectives as part of a learning community. Each student chooses their own direction of inquiry about the topic and then shares and reflects with the community weekly while pursuing their self-defined area of intellectual pursuit. Through

interactive weekly dialogues, students can enrich their own investigations while making connections, revealing similar patterns, and differentiating between their specific lines of investigation and those pursued by others in the course. Faculty members work to create a common ground, providing a more robust learning experience that deepens a singular form of self-defined inquiry through a community.

Min. Credits: 1.0 **Max Credits:** 3.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting (synchronous)
Course Type Individualized Studies

SSC-6210: Individualized Course in Social Science

With guidance from their Faculty Advisor, students identify faculty members to teach courses in the students' individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty. Students submit their individualized course syllabi to their Faculty Advisors for review.

Min. Credits: 1.0 **Max Credits:**

6.0

Credit Basis: Semester credit
Location(s): Antioch University
Method(s): Online (asynchronous), Online Meeting (synchronous)
Course Type Individualized Studies

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)
Course Type Individualized Studies

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)

Course Type Individualized Studies

SSC-6970X: Capstone Continuation

Continuation of capstone work.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

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

Course Type Individualized Studies

SSC-6980X: Thesis Continuation

Continuation of thesis work.

Min. Credits: 0.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online

(asynchronous)

Course Type Individualized Studies

SST (Sustainability)

SST-3500: Thinking in Systems

This course is an introduction to systems and other concepts related to Systems Thinking. It explores the axiological principles of sustainability in addition to introducing such concepts as complexity and emergence. Systems thinking is also approached in terms of interdisciplinary perspectives such as the principles of ecology, consumption patterns of energy and natural resources, cultural sustainability, environmental

politics, social justice, ethics, sustainable architecture, and engineering.

Min. Credits: 3.0

Credit Basis: Semester credit

Location(s): Antioch University

Method(s): Online
(asynchronous)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

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)

Course Type Liberal &
Disciplinary Studies

TEL (Television)

TEL-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal &
Disciplinary Studies

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Teacher Education

TEP-5120: Student Teaching With Professional Seminar

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Field Study

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

TEP-5270: Dialogue Seminar

Min. Credits: 0.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Education

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

Course Type Education

TEP-6210: Thesis Completion and Publication

Min. Credits: 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Thesis / Dissertation

Course Type Education

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

Course Type Education

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

Course Type Education

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
Course Type Teacher Education

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
Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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 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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

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
Course Type Teacher Education

TEP-6290C: Collaborative Inquiry III

Min. Credits: 2.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom
Course Type Teacher Education

TEP-6300.LA: Apprenticeship for Social Justice

Min. Credits: 3.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Classroom
Course Type Teacher Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

TEP-6350: Research Ethics for Human Subjects

This course, which is completed online, provides students with the ethical and legal information they need in order to conduct research with human subjects. All students conducting research involving human participants must complete the ethics modules through the Collaborative Institutional Training Initiative

(CITI) Program and have a current research ethics certificate on file. These modules address the ethical considerations pertinent to research with human subjects in the behavioral and social sciences. These include Research With Protected Populations, Ethical Principles, Belmont Report, History and Ethical Principles, Avoiding Group Harms, Defining Research with Human Subjects, Assessing Risk, Informed Consent, Privacy and Confidentiality and Conflicts of Interest and others. Additional Information about the course: Each student establishes contact with the CITI Program and completes the ethics modules before any data collection is undertaken. Instructions for accessing CITI modules and for overview of the Institutional Review Board (IRB) process are provided during the first and second sessions of TEP 6140 or TEP 6141 in the Fall Quarter.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom, Online (asynchronous)

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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 or 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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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

Course Type Education

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)

Course Type Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Min. Credits: 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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)

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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

Course Type Teacher Education

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
Course Type Teacher Education

THE (Theater)

THE-3510: Independent Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Independent Study
Course Type Liberal & Disciplinary Studies

THE-3530: Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Field Study
Course Type Liberal & Disciplinary Studies

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
Course Type Liberal & Disciplinary Studies

THS (Thesis Status)

THS-MAE: Thesis Completion

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Research
Course Type Education

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
Course Type Applied Psychology

THS-MGT: Thesis Completion

Min. Credits: 0.0
Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles
Method(s): Research
Course Type Business Administration

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
Course Type Applied Psychology

THS-USMA: Thesis Completion

Min. Credits: 0.0
Credit Basis: Semester credit
Location(s): Antioch Univ Los Angeles
Method(s): Thesis / Dissertation

Course Type Urban
Sustainability

URB (Urban Studies)

URB-1100: Introduction to Community Mapping Processes

In this workshop, students divided in teams will spend time in an assigned neighborhood in Los Angeles . With the support of faculty and teaching assistants, they will unobtrusively observe and record both material and symbolic evidence of community culture, economics, history, and politics. Through these experiences students will be introduced to the concepts of community mapping, service learning, self-reflection, and documentation of field experiences.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

URB-1110: Applying Community Engagement Skills

In this workshop, students' teams will be introduced to a non-profit organization in Los Angeles. With the support of teaching assistants and faculty, students will map the

neighborhood to which this organization belongs, and will identify opportunities to engage community members from that neighborhood. In getting to know the organization and community members, students' teams will develop and propose each a service-learning project to be carried out during the Spring quarter in support to the mission of the non-profit organization. Throughout the process, each team of students will reflect on and document its experiences.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

URB-1120: Linking Community Bldg and Service Learning

In this workshop, each team of students will fully implement the service-learning project proposed during the previous quarter. Students will work on these in consultation with the organization and community members, and will count on the support from teaching assistants and faculty. Throughout the process, each team of students will reflect on and document its experiences. At the end of the quarter students

will develop and submit a service-learning report describing their community building experiences and quarterly outcomes.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

URB-3130: Autonomy, Sustainability, Justice: Community Organizing in LA

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 entrepreneurships, 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

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

URB-3130A: Sustainability, Justice, and the Solidarity 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, 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.

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

Course Type Liberal & Disciplinary Studies

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 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 Los Angeles, Antioch Univ Seattle, Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

URB-3510: Independent Study, Urban Studies

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

URB-3530: Urban Studies Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

URB-4530: Urban Studies Internship

Individualized field-based learning activity that takes place in an applied professional context locally, nationally or globally. Syllabus contains specific learning outcomes, demonstration of learning, and grounds for evaluation

Min. Credits: 1.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Field Study

Course Type Liberal & Disciplinary Studies

URB-4900: The City in Art

The city as both context and experience became a recurrent artistic subject around the late eighteenth century. Most paintings, sculptures, musical compositions, and literary works of those days not only made reference to the pulse of the incipient metropolis and its contradictions, but also gave way to city-inspired genres, and witnessed later on the birth of photography and film. Today, whereas the city remains an important subject of art, our urban experiences occur within a new globalized/localized high-tech spatial order. The city itself can

often be the very medium some artists use to produce, disseminate and engage with their audiences as co-creators, either face to face or virtually. By examining some of the key artistic responses to the urban realm in the last two hundred years, this workshop will teach students a range of analytic strategies drawn from cultural geography and the sociology of art. Together we will investigate how and why artists and cities have been historically connected, how to look for resonances of the urban experience within works of art and artistic practices, who gets included and excluded from the discourse, and how can we track the shifting role of artists and art audiences in urban settings.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

URB-4900AW: Community Organizing

The purpose of this course is to familiarize students with the literature, principles, and practices of community organizing from academic and community

based perspectives. Through lecture, class discussion and a written assignment, students will develop their understanding of the practice of community organizing with an emphasis on social power dynamics. Students will develop their capacity to think critically about these literatures and practices. In addition, each student will develop their knowledge of organizing efforts in the Los Angeles area on an issue of professional interest through the written assignment.

Min. Credits: 1.0 **Max Credits:** 2.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Workshop

Course Type Liberal & Disciplinary Studies

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

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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

Course Type 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)

Course Type Urban Sustainability

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

Course Type 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)

Course Type Urban Sustainability

**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

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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)

Course Type Urban
Sustainability

**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)

Course Type Urban
Sustainability

**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

Course Type Urban
Sustainability

**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)

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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)

Course Type Urban Sustainability

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

Course Type Urban Sustainability

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)

Course Type Liberal & Disciplinary Studies

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

Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

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
Course Type Clinical Psychology

WRT (Writing)

WRT-2510: Independent Study: Writing

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit
Location(s): Antioch Univ Los Angeles

Method(s): Independent Study
Course Type Liberal & Disciplinary Studies

WRT-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 Santa

Barbara, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

**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 non-fiction in literary discourse and public debate.

Min. Credits: 3.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

WRT-3510: Independent Study: Writing

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles, Antioch Univ Seattle

Method(s): Classroom

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

WRT-3960: Ind Study

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Santa Barbara

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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)

Course Type Liberal & Disciplinary Studies

WRT-4510: Independent Study: Writing

Student and instructor design an individualized course of study to enable exploration of topics not generally available in the established curriculum. Syllabus contains specific course learning outcomes, assignments and grounds for evaluation.

Min. Credits: 1.0 **Max Credits:** 5.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Los Angeles

Method(s): Independent Study

Course Type Liberal & Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

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
Course Type Liberal &
Disciplinary Studies

WRTG (Writing-SE)

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
Course Type Liberal &
Disciplinary Studies

**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

Course Type Liberal &
Disciplinary Studies

**WRTG-3010: Poetry in an Age
of Anxiety**

In these ever-changing times, it can be difficult to access the language to adequately express the tensions, conflicts, and pressures that comprise the multifaceted emotional landscapes of our era. This course will endeavor to expose and explore these themes with equal

attention to contemporary world poetry and exploratory student writing. By identifying primary trends in the award winning poetry of the current era, students will gain the insight and inspiration required to help foster their own expression. Be prepared to analyze great poetry and dig deeply into your poetic self with compelling exercises and writing prompts. Poetry is a potent source of healing for the individual as well as a powerful vehicle for social awareness and change.

Min. Credits: 3.0 **Max Credits:**
4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

**WRTG-3012: Crafting Short
Fiction**

The purpose of this course is to develop an appreciation of masterful short stories and help students become better aware of their creative process. Students will gain an understanding of elements of fiction and effective technique, and to establish a sense of audience and voice. This course will include the discussion

of form and technique, readings, and a variety of writing exercises as well as the sharing of student stories. Students will be expected to read and critique each other's work, and to produce a writer's journal and two stories that they will revise.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

WRTG-3014: Art of Memoir

This creative writing course explores the genre of memoir and how it takes up universal themes such as finding voice, sexual identity, cultural influences, family stories, spirituality, encountering serious illness, and surviving trauma. A range of examples of the above will be read alongside undertaking personal essay writing. Students will be encouraged to mine their life experiences and develop their own voice. Special attention will be directed towards memoir forms, navigating memory, and how personal stories are framed by historical context.

Min. Credits: 3.0 **Max Credits:**

4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

WRTG-3016: Healing Narratives

How can stories be beneficial to people navigating difficult times? This course explores our human disposition towards storytelling and how stories can engage psyche and soma and influence individual and collective wounds. Students will be introduced to the healing power of story in three ways: first, by engaging the imaginal realms of story through listening to, reading, and reflecting upon myth and wonder tales; secondly through discovering how writing can serve to bring healing; and thirdly through gaining an understanding of the humanizing impact of narrative in the medical field.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom,Online
Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

WRTG-3018: Writing the Anthropocene: Nature Writing in a Time of Climate Catastrophe

How can stories be beneficial to people navigating difficult times? This course explores our human disposition towards storytelling and how stories can engage psyche and soma and influence individual and collective wounds. Students will be introduced to the healing power of story in three ways: first, by engaging the imaginal realms of story through listening to, reading, and reflecting upon myth and wonder tales; secondly through discovering how writing can serve to bring healing; and thirdly through gaining an understanding of the humanizing impact of narrative in the medical field.

Min. Credits: 3.0 **Max Credits:** 4.0

Credit Basis: Quarter credit

Location(s): Antioch Univ Seattle

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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, Antioch Univ Los Angeles, Antioch Univ Santa Barbara

Method(s): Classroom, Online Meeting (synchronous)

Course Type Liberal & Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

WRTG-4800: Special Topics in Creative Writing Studies

Includes course offerings of special interest in creative writing

Min. Credits: 1.0 **Max Credits:**
6.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Classroom, Online
Meeting (synchronous)

Course Type Liberal &
Disciplinary Studies

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

Course Type Liberal &
Disciplinary Studies

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Creative Arts
Therapies

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

Course Type Counseling

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

Course Type Counseling

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

Course Type Counseling

WRTG-6100: Project Writing

Explores the complexities involved in researching, composing, revising and formatting the proposal, project paper, thesis or dissertation. Graduate students engage in careful examination of rhetorical strategies involved in researching and writing their terminal paper for a degree in their content area.

Min. Credits: 1.0

Credit Basis: Quarter credit

Location(s): Antioch Univ
Seattle

Method(s): Lab

Corequisites: EDUC-6100:
Inquiry Proposal

Course Type Counseling

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

Course Type Applied Psychology

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

Course Type Applied Psychology

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

Course Type Counseling

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
Course Type Counseling

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology

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

Course Type Clinical Psychology