

The background of the cover is a photograph of a sandy beach. In the upper left, there is a splash of blue water with white foam. A large, dark, shadowed footprint is visible in the sand at the bottom of the page. The text is overlaid on the right side of the image.

ANTIOCH
UNIVERSITY

SANTA BARBARA

GENERAL CATALOG

2011 - 2012



Antioch University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Higher Learning Commission

of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440
www.ncahigherlearningcommission.org

Antioch University has had continuous accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1927.

Antioch University - Santa Barbara is in voluntary compliance with state statutes, rules, and regulations pertaining to a private postsecondary institution in order to operate in California as directed by the Department of Consumer Affairs' Bureau for Private Postsecondary Education (BPPE) of the State of California.

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95814
or
P.O. Box 980818
West Sacramento, CA 95798
(916) 431-6959
www.bppe.ca.gov

All of the credentials offered in the Master of Arts in Education and Teacher Credentialing Program are fully accredited by the California Commission on Teacher Credentialing.

California Commission on Teacher Credentialing Information Services

P.O. Box 944270
Sacramento, CA 94244-2700
(916) 445-7254 or (888) 921-2682
www.ctc.ca.gov

The Master of Arts in Clinical Psychology program is approved by the California Board of Behavioral Sciences (BBS) and the Doctorate in Clinical Psychology (PsyD) program is approved by the California Board of Psychology.

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 Santa Barbara is an Affirmative Action/Equal Opportunity Employer. It is the policy of the University not to discriminate against and to provide equal opportunity to all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability and veteran status. Any questions or problems concerning the institution that have not been satisfactorily resolved internally should be directed to the Executive Director of the BPPVE (400 R Street, Suite 500, Sacramento, California 95814).

For undergraduate students interested in obtaining a teaching credential in the State of California, it is important to note that Antioch University Southern California is accredited by the Higher Learning Commission and is a member of the North Central Association (NCA) of Colleges and Schools (see above address). As is the case with other out-of-state regionally accredited colleges and universities, degrees from Antioch are fully recognized Degrees by the higher education community. However, those seeking teaching credentials should check with the credentialing program to which they intend to apply to be aware of any restrictions that program might have on the acceptance of undergraduate coursework. This does not apply to Antioch's graduate program for teacher preparation, which is accredited by the California Commission on Teacher Credentialing.

Disclaimer:

The policies and procedures described herein are current as of July 2011. Antioch University Santa Barbara reserves the right to revise its fees, policies, procedures, and/or catalog at any time.

Table of Contents

GENERAL INFORMATION	1
<i>Degrees Offered.....</i>	<i>4</i>
ADMISSION	6
<i>Application Process.....</i>	<i>6</i>
<i>International Students.....</i>	<i>7</i>
<i>Transfer Students from Other Antioch Campuses</i>	<i>8</i>
<i>Readmitted Students</i>	<i>8</i>
<i>Admission Decisions.....</i>	<i>9</i>
<i>Deferring Admission.....</i>	<i>9</i>
FINANCIAL AID	10
<i>What Types of Financial Aid Are Available?</i>	<i>10</i>
<i>Applying for Financial Aid.....</i>	<i>11</i>
<i>Financial Aid Cautions.....</i>	<i>11</i>
<i>Satisfactory Academic Progress (SAP)</i>	<i>11</i>
TUITION & FEES	12
<i>Tuition.....</i>	<i>12</i>
<i>Fees.....</i>	<i>12</i>
<i>Explanation of Fees</i>	<i>13</i>
<i>Tuition Payment Plan.....</i>	<i>14</i>
<i>Tuition Refund Policy.....</i>	<i>14</i>
OFFICE OF THE REGISTRAR POLICIES & PROCEDURES.....	15
<i>Registration</i>	<i>15</i>
<i>Adding and Dropping</i>	<i>15</i>
<i>Undergraduate Students</i>	<i>16</i>
<i>Enrolling for Prior Learning Activities</i>	<i>16</i>
<i>Student Status</i>	<i>16</i>
<i>Study at Other Antioch Campuses</i>	<i>17</i>
<i>Auditors and Non-Matriculated Students.....</i>	<i>18</i>
<i>Credit Earned during Non-enrollment Periods.....</i>	<i>18</i>
<i>Commencement Ceremony Participation.....</i>	<i>18</i>
<i>Diplomas.....</i>	<i>18</i>
<i>Transcripts.....</i>	<i>18</i>
<i>Transfer of Course Credit.....</i>	<i>20</i>
ACADEMIC POLICIES & PROCEDURES	21
<i>Taking Courses at Another Institution.....</i>	<i>21</i>
<i>Transfer Credits.....</i>	<i>21</i>
<i>Academic Writing Skills.....</i>	<i>21</i>
<i>Computing Skills.....</i>	<i>21</i>
<i>The Narrative Evaluation Process</i>	<i>21</i>
<i>Grade Equivalency.....</i>	<i>23</i>
<i>Incomplete Work.....</i>	<i>23</i>
<i>Student Evaluation of Courses.....</i>	<i>23</i>
<i>Exceptions to Policies & Procedures.....</i>	<i>24</i>
<i>Academic Progress.....</i>	<i>24</i>
<i>Satisfactory Academic Progress (SAP)</i>	<i>24</i>
<i>Academic Probation.....</i>	<i>26</i>
STUDENT SERVICES.....	28
<i>Advising</i>	<i>28</i>

Bookstore.....	28
Writing Center.....	28
Services for Students with Disabilities	28
Academic Computing and the Technology Classroom.....	29
Library Resources.....	29
International Student Services	29
Student Identification Cards.....	30
Student Forms	30
Parking.....	30
AUSB Alumni Association.....	31
ANTIOCH UNIVERSITY SANTA BARBARA CAMPUS POLICIES	32
Rights and Responsibilities.....	32
Student Conduct.....	32
Intellectual Integrity.....	33
Forms of Academic Dishonesty	33
Professional and Ethical Standards in Clinical Training and Student Teaching	34
Confidentiality of Student Information.....	35
ANTIOCH UNIVERSITY POLICIES, REGULATIONS & PROCEDURES	37
Discrimination Policy.....	37
Dual Relationships Policy.....	37
Sexual Offense and Sexual Harassment.....	37
Grievance Procedures.....	38
Minors on Campus Policy	39
Electronic Use Policy	39
Human Subjects Review Policy.....	42
Disability Support Services Policy.....	42
DEGREE PROGRAMS	43
BACHELOR OF ARTS IN LIBERAL STUDIES	44
The Mission of the Undergraduate Program at AUSB.....	45
Praxis for Social Justice.....	45
AUSB Core Purposes for the BA Degree.....	46
Learning Options.....	49
Outside Learning Activities	49
Prior Experiential Learning.....	50
Degree Requirements.....	50
Residency.....	51
General Studies Requirement and Required Areas of Study.....	51
Experiential Learning	52
Service-Learning Internship Program.....	52
Educational Foundations Class.....	53
Major Areas of Concentration.....	53
The Early Deciders Program: Antioch Undergraduate Students Master's of Arts in Education and Teacher Credentialing Program.....	58
Master of Arts in Education & Professional Preparation Teacher Curriculum.....	58
Acceptable Grades for Transfer Credit	59
Physical Education Units.....	59
Planning the Program	60
Degree Audit	60
Concurrent Enrollment.....	61
Academic Writing Skills.....	61
Attendance Policy.....	61
Candidacy.....	61
Senior Capstone.....	62
Preparation for Graduate Schools	62

<i>Bachelor of Arts Course Descriptions</i>	64
MASTER OF ARTS IN CLINICAL PSYCHOLOGY	76
<i>Master of Arts in Clinical Psychology General Description of the Program</i>	76
<i>Master of Arts in Clinical Psychology Program Outcomes</i>	76
<i>Program Degree Requirements</i>	77
<i>Board of Behavioral Sciences</i>	77
<i>Educational Requirements</i>	77
<i>Master of Arts in Clinical Psychology Required Curriculum</i>	78
<i>Personal Psychotherapy Requirement</i>	78
<i>Degree Concentrations</i>	79
<i>The Clinical Traineeship</i>	80
<i>Master of Arts in Clinical Psychology Course Descriptions</i>	82
MASTER OF ARTS IN EDUCATION	87
<i>Mission</i>	87
<i>Master of Arts in Education/ Teacher Credential Program (MAE/TC)</i>	87
<i>Multiple Subject Credential</i>	87
<i>Education Specialist Mild/Moderate Credential</i>	88
<i>Program Objectives</i>	88
<i>Program Design</i>	88
<i>Requirements</i>	89
<i>Field Experience</i>	89
<i>Multiple Subject Curriculum</i>	90
<i>Education Specialist Mild/Moderate Curriculum</i>	91
<i>Master of Arts in Education Social Justice & Educational Leadership Emphasis (MAEx)</i>	92
DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY (PSYD)	104
<i>PsyD Program Goals</i>	104
<i>Accreditation</i>	104
<i>Entry Tracks</i>	104
<i>PsyD Program Components Coursework</i>	105
<i>PSYD Specific Policies</i>	106
<i>PsyD Course Descriptions</i>	112
ANTIOCH COMMUNITY	119
<i>Antioch University Santa Barbara Core Faculty</i>	120
<i>Antioch University Santa Barbara Administration & Staff</i>	120
<i>Antioch University Santa Barbara Board of Trustees</i>	121
<i>Antioch University</i>	122
<i>Board of Governors</i>	122
<i>Antioch University Campuses</i>	122
<i>Antioch University Central Administration</i>	122
ACADEMIC CALENDAR	123
INDEX	124
PHOTO CREDITS	126

A Message from the President

Welcome,

I would like to personally thank you for choosing Antioch University Santa Barbara for the pursuit of your academic degree. We pride ourselves on being a small, private, non-profit and fully accredited university located in one of the most beautiful cities in the world. Here, you will find caring faculty who will reach out and help you reach your highest goals.

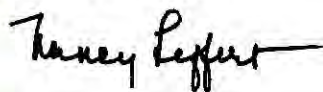
I invite you to explore the offerings in this catalog. You will find a variety of degree programs, including a Bachelor of Arts in Liberal Studies (with optional concentrations in Business Management & Leadership, Entrepreneurship, Communication & Media, Applied Psychology, Child Development & Education, and Liberal Arts), a Master of Arts in Clinical Psychology (with optional concentrations in Latino/Latina Mental Health, and Healthy Aging), a Master of Arts in Education with an emphasis in Social Justice and Educational Leadership, and Multiple-Subject or Special Education Teaching Credentials, and a Doctor of Clinical Psychology (PsyD) with emphasis on Family Psychology and Family forensic Psychology.

Our number-one goal at AUSB is to provide you, our students, with the highest possible quality in everything we do. We offer a unique education that integrates theory and its application to practice. Our faculty describe themselves as “reflective practitioners” and they bring their real-life knowledge and depth of experience into your classrooms. We offer a supportive learning environment that encourages collaboration and the development of skills to think critically about complex problems that will ensure your preparation for the future.

At Antioch Santa Barbara, we encourage an interactive learning environment. You will do much more than merely sit in a classroom and listen to lectures. For us, learning includes reflection but it also involves frequent and engaging dialogue with others. You will be challenged. And you will learn more than you ever thought possible.

I look forward to meeting you soon. My door is always open.

Warm Regards,



Nancy Leffert, PhD
President
Antioch University, Santa Barbara



General Information



The Antioch Story

Welcome to Antioch Santa Barbara!

“... While we are learning to be effective, we should also be learning what is most worthwhile to be effective about.”

– Arthur Morgan, Antioch President 1921-1936

Why We Exist

For over 150 years, Antioch has proudly challenged educational conventions in order to inspire learning that can create positive change in the world. In our view, learning is a lifelong opportunity that we want to make available for people of all ages, backgrounds, and situations. We exist for you – as you can see in our mission, vision, and values.

Our Goals

“the development of the student as a whole person”

Antioch Santa Barbara is an independent campus within the broader national system of Antioch University. We provide an excellent, innovative graduate and undergraduate education for adults. An Antioch education empowers students to act responsibly and to effect personal, social and environmental change within a global context. The Antioch approach emphasizes:

- the development of the student as a whole person;
- the integration of academic and experiential learning;
- creative, critical and independent thinking.

This approach to education springs from Antioch's long-standing heritage of making learning meaningful and vital while promoting social justice. Given Antioch's student-centered approach to education and its commitment to intellectual, social, cultural and ethnic diversity, the faculty's primary duties are to teach and advise, as well as to engage in the intellectual dialogue of their profession. In addition, faculty, staff and students work with local communities to provide leadership and service, participating as broadly as possible in civic affairs.

Our Vision

“a never-ending belief in the possible”

Antioch University Santa Barbara strives to promote a spirit of inquiry as a multi-cultural, intergenerational, and accessible institution which values and nurtures an innovative, reflective, and experiential approach to educational excellence. Building on our history and fostering creativity and leadership, we, the community of Antioch faculty, students, staff, and alumni – centering ourselves in compassion, ethical steadfastness, and a never-ending belief in the possible – carry this vision into the world.

Our Values

“human dignity”

We value and commit to model in our lives and our work:

- global perspectives and knowledge of the interconnected context in which we act;
- coalitions across groups for building common ground;
- social justice, support for a sustainable environment, and community partnerships;
- anti-racism as an imperative of the historical moment in which we live;
- human dignity and dismantling ethnic biases, heterosexism, sexism, ageism, discrimination based on religious, cultural and political affiliations, and other forms of oppression;
- an intellectual climate that acknowledges the whole person, focusing on wisdom, creativity, experience, and skills needed to promote social change.

Our History:

A Grand Experiment in Education

“Life is a daring adventure, or it is nothing.”

– Helen Keller

Founded in 1852 in Yellow Springs, Ohio, Antioch's first president was Horace Mann. Mann was a

renowned educator, architect of the American public school system, social reformer, and abolitionist. He wanted to establish a university like none other at that time – one that was nonsectarian, coeducational, and free from grades, standardized admissions, and rigid evaluation procedures. Students also were to be educated within the context of a democratically minded community. *The Atlantic* voted Horace Mann the 56th most influential American of all time.

In 1863, Antioch instituted a policy that no applicant was to be rejected on the basis of race. It became the first U.S. college to designate a woman as a full professor and was among the first to enroll men and women in the same curriculum. Antioch tends to attract pioneers, and Antioch's later president, Arthur Morgan, was no exception. Morgan, a self-taught engineer, had seen personally the narrowness of traditional, cloistered education. When he took the helm in 1920, he initiated a unique work-study concept requiring students to work off-campus in "co-ops." The value of the work-study experience is now an accepted practice in mainstream higher education. Morgan also initiated the practice of student involvement in the governance of the institution, among many other innovations Antioch was launching in education and social engagement.

This kind of energy and experimentation could not be contained in one town and campus. In 1963, Antioch College began to expand out-of-state. The Putney School of Education became the Antioch New England Graduate School in Keene, New Hampshire. The "Antioch network" was born, renaming itself Antioch University in 1978.

The family that is Antioch University currently includes:

-  Antioch University Midwest in Yellow Springs, Ohio
-  Antioch University New England in Keene, New Hampshire
-  Antioch University Seattle, Washington
-  Antioch University Los Angeles
-  Antioch University Santa Barbara

These members of the Antioch University family are linked by a shared commitment to excellence in teaching, values-based education, experiential learning, and the promotion of social justice – all in the context of student-centered learning in liberal arts and professional education.

Antioch has an honored place as one of the "distinctive colleges" in American higher education. The tradition of "life as adventure" – a love for lifelong learning and innovation – continues unbroken from Horace Mann to Arthur Morgan to past and current Antioch presidents, faculty, staff, and especially our remarkable students. Thousands of graduate and undergraduate students across the country have realized their educational and career dreams in a self-directed learning environment that is uniquely Antioch.

The Launch of Antioch University Santa Barbara

The Santa Barbara campus opened in 1977 and has experienced steady growth. Located in downtown Santa Barbara, the campus offers more than 60 courses each quarter with a faculty of more than 50 full-time and part-time instructors. Antioch Santa Barbara serves local residents as well as commuters and participants in various low-residency programs. Although AUSB will always remain small and personal, current plans call for growth to about 800 students, with particular emphasis on growth in the international student body.

Antioch University Santa Barbara's students are adults who seek a new direction in their careers or the mobility provided by earning an undergraduate or graduate degree. A diverse group of men and women ranging in age from 23 to 70, they share a serious determination to change their lives. The average student is 35 years old, and over 70 percent receive some form of financial aid.

Students are drawn to Antioch Santa Barbara from the Santa Barbara area as well as Ventura, Oxnard, the western San Fernando Valley, Santa Maria and San Luis Obispo. A growing number of Antioch students have relocated from countries around the world to Santa Barbara specifically to attend Antioch, drawn by Antioch's distinctive education and the community's justly famous climate, lifestyle, and amenities.

Educational Community

Antioch University Santa Barbara's educational delivery system is designed for adult learners, most of whom have active professional and personal lives. Campus student life, therefore, is primarily focused in the classroom, which is where most student interaction occurs. Antioch is committed to ensuring a safe and supportive environment for the learning process. This involves creating a learning space in which participants, both instructors and students, can explore and express ideas and

points of view as part of the process of engaged learning.

Fundamental to this learning process is a respect for difference. Because each adult brings very particular histories, experiences, and ways of knowing to the classroom, each student can benefit from an authentic interaction with another. Discussion and debate depend on an appropriate degree of respect for all persons involved and for the distinct experiences that they bring. Class discussions are not so much designed as opportunities for individual learners to demonstrate how much or what they know, but as environments for furthering the learning and understanding of the community as a whole. In order to achieve this sort of learning environment, students must recognize a certain degree of responsibility for the success of the learning experience of the class as a whole.

Within this learning community, Antioch delivers a distinctive education that recognizes learning derived from previous work and life experience, and the use of written narrative evaluations instead of impersonal and competitive grades (although individual students may request grade equivalents in addition to narrative evaluations). Among the distinctive features of our learning environment are:

- A personalized education that integrates academic excellence, experiential learning, and a commitment to community service. This tripartite model is the cornerstone of all Antioch educational programs.
- Individualized study and intense collaboration between students and faculty.
- An integration of theory and practice. Graduate and undergraduate students alike are required to earn credits through experiential learning, such as field study, internships, and traineeships. Most of Antioch's faculty members are practitioners and professionals in their respective fields and their experience is brought into the classroom.
- An emphasis on encouraging students to recognize and integrate diversity in intercultural, inter-group, intergenerational, and interpersonal dynamics. Antioch students are encouraged to question and probe their own views and those held by others, while simultaneously being responsible for respecting each and every individual in the community. Discussion and reflection are fully

encouraged as ways of self-learning and of furthering the learning and understanding of the Antioch community.

- A supportive environment that encourages collaborative learning, values social awareness and activism, and respects the multiple roles of adult students.
- The development of communication and critical thinking skills to support effective and independent thought and action and a curriculum designed to prepare students to find meaningful work, improve professional opportunities, and lead more purposeful lives.
- Student-friendly systems designed for adult learners.

At Antioch, learning means more than sitting in classes and listening to lectures. Learning means reflection, dialogue, and challenge. While the instructor is the expert in a given area of study, teaching and learning is an interactive process in which the student and teacher together develop attributes of liberally educated individuals and competent, socially concerned, skilled professionals.

Degrees Offered

- Bachelor of Arts in Liberal Studies
- Master of Arts in Clinical Psychology
- Master of Arts in Education
- Doctor of Psychology in Clinical Psychology

Governance

Antioch University strives to be a unique national educational resource committed to progressive, innovative, and quality education for adult students. Antioch strives to be a democratically minded and participatory institution of higher education. Antioch's governance structure is based on several fundamental assumptions:

- The governance structure contributes to achieving Antioch's mission, priorities and objectives;
- The governance structure clearly articulates and provides for each program's curriculum to be developed and implemented by the faculty to achieve Antioch's educational mission;

■ The governance structure provides for appropriate and meaningful involvement of student, faculty, staff, and administration in decision-making processes and facilitates communication, promotes cooperation, and encourages effective and efficient operation;

■ The governance structure judiciously uses institutional, human, and fiscal resources to achieve its mission, priorities, and objectives.

Antioch seeks to provide a wide range of opportunities for broad involvement in governance. Principal responsibility for governance of the University rests with the Board of Governors, which appoints a University Chancellor to lead the University's five campuses. Principal responsibility for the Santa Barbara campus rests with the President, who provides leadership to the campus and is responsible to the Antioch University Chancellor. The Santa Barbara Provost and Vice President of Academic Affairs and faculty Program Chairs provide leadership in the development of curriculum, and the faculty as a whole is responsible for curricular innovation and excellence, for providing a challenging student-centered classroom environment, and for modeling a community of lifelong learning. The Faculty Senate of Antioch University Santa Barbara deliberates on policy, curricular and planning issues. Student voices related to these policy issues are directed to the President. The campus also has other governing and advisory bodies, a wide range of faculty and staff meetings, and community-wide meetings to provide input into campus operations and directions.

Admission

Criteria for acceptance to Antioch University Santa Barbara (AUSB) include the applicant's commitment to completing the degree, appropriate level of communication skills—both written and oral—and a mature understanding of the meaning of the degree with its associated demands on degree completion. All of the steps involved in admissions are interactive, designed to allow the applicant to better understand whether the University's approach and expectations will meet her/his needs.

AUSB does not require standardized tests for its admission decisions; with one exception: TOEFL for applicants whose native language is not English. Master of Arts (MA) applicants must have earned an undergraduate degree from a regionally accredited institution, although not necessarily in a related field. Applicants to the Doctoral program in Clinical Psychology must have earned either an undergraduate or graduate degree from a regionally accredited institution. Grade averages and the quality and content of previous academic work are evaluated, recognizing that an adult's present capacities may not be reflected in grades earned long before or in fields unrelated to present interests. AUSB particularly seeks qualified candidates who will contribute to building a student body diverse in gender, ethnicity, age, class, physical differences, learning styles, sexual orientation, professional backgrounds, and community experiences.

Individuals who seek more information about Antioch University Santa Barbara should contact the Office of Admissions to make an appointment to meet with an Admissions Advisor who can answer questions about the programs offered, admission application procedures and financial aid information.

Application Process

Applicants complete the application form online at the Antioch University Santa Barbara website – www.antiochsb.edu. The application process includes, but is not limited to:

- Completion of an online application and any related documentation described therein, a written admission essay, and a non-refundable \$60 application fee;

- Submission of official, sealed transcripts of all prior college/university work;

- Submission of evidence of graduation:

- **MA & Doctorate program applicants** – Evidence of graduation with a Bachelor's degree from a regionally accredited college or university (international transcripts subject to transcript evaluation to determine U.S. undergraduate equivalency);

- Submission of two letters of recommendation for graduate programs;

- Submission of all materials to the Antioch University Santa Barbara Admissions Office on or before the application deadline.

- A personal or group interview with program faculty

All application materials become part of an applicant's file and cannot be returned. Once all the necessary application materials are received, the application file is complete and ready for review by an Admissions Committee. The admissions decision is communicated in a letter from the Office of Admissions.

In order to apply, be accepted, and enroll for a particular quarter, the application process should begin prior to a program's priority application deadline. See www.antiochsb.edu/apply for applicable deadlines.

Undergraduate Program: Bachelor of Arts in Liberal Studies

Applications are accepted throughout the year for all four academic quarters, which begin in October (Fall), January (Winter), April (Spring), and July (Summer).

Students must complete an application, including essay questions, and submit relevant documentation such as official transcripts. Students are encouraged to meet with an Admissions representative to gain preliminary knowledge about transfer credit, prior learning credit, estimates regarding the residency required to complete degree requirements, and to learn more about Antioch's unique approach to

undergraduate education.

It is required that applicants complete a minimum of 45-quarter (30 semester) units of transferable credit prior to applying. Students may transfer with as many as 80 semester (120 quarter) units of lower-division work.

Once admitted, students are required to attend a pre-registration appointment with his/her Academic Advisor and New Student Orientation prior to the beginning of the quarter. Attendance at these events is required for admission and failure to complete these activities will result in an applicant's admission being revoked.

Some students are admitted as non-matriculated students, which allows them to take the Educational Foundations course. This required course is also offered to members of the community-at-large as a pre-enrollment option to learn more about Antioch University and how the BA program might fit with personal and career goals. Non-matriculated status is sometimes appropriate in order to assure a good match between the student's skills and the program requirements.

Graduate Programs

■ Master of Arts in Education and Teacher Credentialing Program (MAE/TC)

■ Master of Arts in Education--Emphasis in Social Justice and Educational Leadership (MAEx)

■ Master of Arts in Clinical Psychology (MACP)

■ Doctorate in Clinical Psychology (Psy.D)

Applications to the MACP program are accepted for the Fall (October) and Winter (January) quarters only. PsyD program applications are for Fall quarter only. Applications for the MAE/TC are only accepted for Summer (July) entry. The MAEx program prefers applications for Fall entry (October). Criteria for acceptance to any graduate program include relevance and strength of previous college work, writing skills, community involvement, and previous study and/or experience in the field.

In the Psychology programs, the autobiographical narrative is used to assess writing skills, self-understanding, and the applicant's psychological mindedness and interest in working with diverse populations. The PsyD application also includes two critical thinking essays. While grade point

averages and the quality and content of previous academic work are evaluated for admission, the PsyD program also considers exemplary field experience and other interpersonal qualities conducive to successful graduate training in psychology. In addition, two letters of recommendation must be submitted so as to demonstrate evidence of the applicant's ability to conduct graduate-level self-directed study. The letters should be written by those qualified to assess the applicant's intellectual and creative work. In the MAE/TC program an essay is required. It is used to assess writing skills and experiences in the schools and with children. The MAE/TC program requires that two letters of recommendation must be submitted, and they should demonstrate evidence of the applicant's ability to work in schools and conduct graduate-level self-directed study. Individual and group interviews are also required to establish a fit with the program. The MAE/TC program also accepts BA early deciders who want to take their final two quarters of their BA program in the Teacher Credential Program. Applicants to the MAETC are strongly advised to complete the CBEST and CSET prior to beginning coursework.

A maximum of 9 quarter units of graduate coursework from regionally accredited institutions may be used for transfer into the MACP, MAP-IC, MAE, and PsyD programs with approval of the Program Chair and/or Office of the Registrar. Applicants must submit official transcripts of any completed graduate course work as part of the application process. Students applying to the PsyD program (post-bachelors or post-masters) wishing to waive coursework based on completion of graduate courses from a previous institution must demonstrate course equivalency via the PsyD Program's Course Equivalency Policy (please refer to the PsyD Program policies in this catalog).

International Students

Antioch University Santa Barbara (AUSB) values student diversity, and welcomes applications from all qualified international candidates. Applicants from outside the United States should plan to apply at least three to four months before the quarter starts to allow time to process all required paperwork.

Admission Requirements

If you are applying for international student admission and an F-1 student visa, you must meet both the program-specific admission requirements and the requirements listed below. Application deadlines and requirements vary from program to program. Because of the steps involved in the

admission process, it is important that you plan ahead and ensure all application materials are received by the deadline. If you have questions, or need further assistance, contact the Office of Admissions at admissions.ausb@antioch.edu

1. Applicants whose native language is not English must demonstrate English language proficiency by submitting an official Test of English as a Foreign Language (TOEFL) test results. You must receive a minimum score of 550 (paper-based) or 213 (computer-based) and 79 on the Internet test. Prospective students should request that your official TOEFL test score be sent directly to Antioch University Santa Barbara (institution code RA3071.) To find a TOEFL testing center in your country, contact the U.S. Embassy, U.S. Consulate, or U.S. Information Service in your country. If you have previously completed education in the United States or Canada, this requirement may be waived. However it is important that you contact the Office of Admissions at admissions.ausb@antioch.edu.
2. If you had schooling in a country other than the U.S. or Canada (except Quebec), you must request two official transcripts from each of your academic institutions. Have one official transcript sent directly to Antioch University Santa Barbara by the academic institution(s). Academic degrees and coursework from foreign universities and institutions must be equivalent to degrees earned and coursework completed in the United States at a regionally accredited institution. Official English translations of all course descriptions and official transcripts must be submitted with your application materials. Antioch University Santa Barbara accepts foreign academic degree evaluations from specific agencies only. For assistance locating degree evaluation services, e-mail the Office of Admissions.
3. Financial certification—You must submit documentation of your ability to pay the educational and living expenses required for your program, (e.g., bank statements, loan documents or other written evidence of resources.) As an international student you are not eligible for financial assistance from the U.S. government.

Transfer Students from Other Antioch Campuses

Students wishing to transfer to AUSB another Antioch University campus must apply through the Office of Admissions and conform to the same

deadlines and admissions requirements as other applicants. Transfer applicants must also be in good academic and financial standing at the previous campus in order to be eligible to transfer. The Admissions Office may exempt the student from obtaining certain documentation if it is able to obtain (comparable) materials from the student's original file through the Registrar's Office of the other campus. It is the student's responsibility to ensure that prior to full acceptance, final official transcripts from all previous schools of attendance are received by Antioch Santa Barbara. Note: Transferred Graduate units may not be more than five years old upon the date of AUSB graduation and may not transfer in more than 9 units.

The residency accumulated at the previous campus is evaluated, and a determination made if residency earned elsewhere at Antioch may be applied to the Santa Barbara degree requirement.

Since students transfer at various points in their degree programs, the designated faculty member(s) review the applicant's file and determine what Antioch University Santa Barbara degree requirements, if any, have been met through study at another Antioch University campus. Any exemptions are noted in the Office of Admissions letter of acceptance.

Readmitted Students

Students who have withdrawn or have been withdrawn from Antioch University Santa Barbara must formally reapply for admission if they wish to re-enter AUSB. Once accepted by the academic department, readmitted students are subject to the program and university requirements as well as the policies and procedures in place at the time of readmission. This includes, but is not limited to, required attendance at orientation, completion of new degree requirements, and evaluation of all previously-completed academic work, including any transfer credits and credits earned while at Antioch. Graduate work that will be more than eight years old from the point of the projected date of graduation will not be accepted.

Students applying to be readmitted must adhere to all admissions deadlines and procedures, including submission of a completed application with accompanying fee and official transcripts. Depending on the requirements of the program, a new admissions essay and interview may also be required. Official transcripts from other schools are retained in the Registrar's Office for five years. Official transcripts must be requested for any coursework taken at another academic institution since the time of withdrawal from Antioch

University Santa Barbara. Students should contact the Office of Admissions to determine the current admissions requirements.

Admission Decisions

Full Acceptance

Full acceptance means that the student is accepted into the program with no provisions pending.

Provisional Acceptance

Students who are admitted provisionally receive a letter of acceptance stating the reason(s) for the provision and what is necessary in order to receive full acceptance. Provisional acceptance applies to students who either lack one or more particular elements of preparation or who need to fulfill requirements for full acceptance. The provisional requirements stated in the admissions letter must be satisfied by the stated deadlines and prior to the student being allowed to register for a second term. It is the student's responsibility to work closely with an assigned faculty advisor and to make sure the Office of the Registrar has received the necessary documentation demonstrating that all provisions have been met. A letter of full acceptance is then issued from the Office of Admissions. A student may be admitted to a program with the provision that all first-term work must be completed satisfactorily. A student on provisional admission status may not receive any evaluation ratings indicating "Incomplete" or "No Credit" or "Unsatisfactory" on first-term evaluations, depending on the program. When a provisionally-accepted student's letter of admission indicates that a specific activity must be successfully completed in the first term, the student cannot register for the second term until a determination has been made by the Program Chair, Office of the Registrar, and/or other designated University official that the student successfully completed the necessary coursework and/or other requirement. In some cases, the student must wait until Late Registration to register. In all cases, students finishing their first term without fulfilling their provisions will not be eligible to register for a second quarter of classes and/or may be dismissed from the program.

Deferring Admission

New students who wish to defer admission to the next available start term should notify both the Registrar and the Office of Admissions directly, in writing, during or prior to the first official week of the current term. New students who register for classes and subsequently do not notify these

offices of their intent to withdraw or defer during the first official week of classes will remain enrolled in classes and incur administrative and tuition costs for the term. An enrollment deposit (variable by current program tuition) is required for admission deferral.

Financial Aid

The Financial Aid Office at Antioch, Santa Barbara (AUSB) provides a personal approach to the entire application process including debt management counseling, outside scholarship search assistance, as well as detailed instructions and help at every stage of the financial aid application process. We evaluate students' eligibility for a wide variety of available student financial aid programs, including student loans and make every effort to ensure that any student who is accepted can attend. Most grant and loan awards are made on the basis of financial need, but even students ineligible for need-based aid can receive other forms of aid.

Financial aid can be obtained for educational expenses (tuition, fees, and books). Generally, financial aid does not cover living expenses. The Financial Aid staff assists prospective students with the application process. Day and evening appointments are available. The Financial Aid Office develops a package of financial aid awards that attempts to make attendance at Antioch University affordable. Funds are available from federal and state sources, private sponsors and from University resources. More than 70 percent of Antioch students receive some form of financial assistance. Most financial aid awards are based on an individual applicant's demonstration of need. Need-based awards are available only to U.S. citizens or eligible non-citizens who are enrolled at least half-time.

What Types of Financial Aid Are Available?

Federal Pell Grant

Federal grant that need not be repaid (for Undergraduate students only); based on financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal grant that need not be repaid (for Undergraduate students only); based on financial need.

Cal Grant

State grant that need not be repaid (for Undergraduate and 5th year benefit MAE/TC students); based on financial need and grade point average. Cal Grant recipients will also need to provide a copy of their award letter (CAR) from the California Student Aid Commission.

Federal Perkins Loan

Low interest loan with delayed payback; based on financial need and availability of funds.

Direct Federal Parent Plus Loans

A fixed interest loan for parents of dependent students. Credit check required.

Direct Federal Grad Plus Loans

A fixed interest loan with delayed payback. Credit check required.

Direct Federal Subsidized and Unsubsidized Loans

A fixed interest loan with delayed payback. Interest paid by the government while in school on Subsidized Loans; interest accruing while in school on Unsubsidized.

Federal Work-Study Program (FWSP)

The Federal Work-Study program is a campus-based aid program, providing job opportunities on campus, for students who have established financial need through the submission of the FAFSA. Students must be enrolled at least half-time and maintain satisfactory academic progress. If interested, please submit a resume to the Financial Aid Office with your application forms.

Matching Grants

Antioch University Santa Barbara participates in several matching grant programs including, AmeriCorps, First Five, and the Yellow Ribbon program for Veterans.

Bud Menkin Scholarship

This scholarship is awarded to students producing case studies of a specific organization or workplace to implement practices that promote a humanistic side of management. Open to Undergraduate students with an emphasis on Business Management

Private Scholarships

Private Scholarships are offered by many organizations, including government, businesses, and non-profits. They may be based on academics, achievements, hobbies, talents, organizational affiliations, and career aspirations. A listing of many of these scholarship opportunities is available on our website www.antiochsb.edu. A thorough scholarship search will succeed if you start early, keep organized and search diligently.

Applying for Financial Aid

Students should begin applying for financial aid at the same time they begin applying for admission to an Antioch program. Obtaining financial aid takes approximately 4 to 6 weeks. Students apply for financial aid through the following process:

Step 1. Complete the FAFSA

Apply online at www.fafsa.ed.gov or by mail – be sure to request a pin number and to include our school code, **E00556**.

Step 2. First Time Antioch Borrowers

Complete Entrance Counseling and a Master Promissory Note (MPN) online at <https://studentloans.gov>.

Step 3. Complete and Return These Forms

- Antioch Financial Aid Request Form
- Copy of your driver's license and social security card
- If you are Pell eligible (BA students only) or if your student aid report has been selected for verification, you will need to provide the Financial Aid Office with a signed and dated copy of last year's Federal Income Tax Return and W2(s).
- CalGrant recipients will need to provide a copy of the award letter (CAR) from the California Student Aid Commission.

Financial Aid Cautions

- All forms of financial aid are disbursed on a quarterly basis.
- Eligible students must be enrolled at least half-time.
- Financial Aid awards may be affected when students withdraw for a quarter, change their status from fulltime to half-time, or fail to maintain satisfactory academic progress
- Students planning a change in enrollment should contact the Financial Aid Office to discuss the implications prior to making the change.

Withdrawal from the University

Recipients of Federal programs (Pell Grant, Supplemental Educational Opportunity Grant, Federal Subsidized and Unsubsidized Stafford Loans, Federal PLUS loans or Federal Perkins

Loans) are subject to federal 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 classes prior to completing more than 60% of the term will have their financial aid eligibility re-calculated based on the percentage of the semester completed, and will be required to repay any unearned financial aid they have received.

Satisfactory Academic Progress (SAP)

Federal regulations require that Antioch University Santa Barbara (AUSB) establish and apply reasonable standards of satisfactory academic progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. To comply with these regulations, the Financial Aid Office periodically reviews student records to verify a satisfactory rate of progress toward the completion of the degree. Learning activities are considered complete only if all course requirements have been met, the evaluation form is present in the Registrar's Office, and the student has received CREDIT AWARDED for the course. Units attempted are defined as the total number of units for which a student officially was enrolled on or after the end of the Add/Drop period.

Consequences of Failure to Maintain Satisfactory Academic Progress

If a student is not meeting Satisfactory Academic Progress following the evaluation period, the student will be placed on probation the fourth week of the next quarter. Financial aid will be reinstated the quarter following the student's meeting SAP requirements. For example, if the student is able to meet SAP requirements in the Summer Quarter, the student will be eligible to receive financial aid in the Fall Quarter.

Tuition & Fees

2011-2012

Antioch University Santa Barbara computes tuition depending upon the degree program. In the BA program, students pay a per unit fee for tuition. In all other degree programs, the student registers and pays for a designated number of full-time quarters or the equivalent number of half-time quarters. Antioch charges more than half-fee for half-time status because many fixed expenses remain the same.

TUITION	
Full-time tuition per quarter	
MAEx (10-15 units)	\$6026
MAE/TC (13-23 units)	\$6026
MACP (8-15 units)	\$6207
PSYD (8-9 units)	\$732 /unit
PSYD (10-15 units)	\$7305
Half-time tuition per quarter	
MAEx (6-9 units)	\$3615
MAE/TC (6-12 units)	\$3615
MACP (4-7 units)	\$3723
Per-unit tuition & overload charge	
BA	\$453
MAEx	\$603
MAE/TC	\$603
MACP	\$621
PSYD	\$732

OTHER FEES	
Admissions Application Fee	\$60
Enrollment Maintenance	\$475
Graduation Fee	\$100
MACP Quarterly Liability Insurance Fee	\$10
PSYD Quarterly Assessment Fall, Winter & Spring	\$267
Late Registration Fee	\$100
MAE Teaching Performance Assessment Fee	\$50
Quarterly International Student Fee	\$200
Prior Experiential Learning Fee (1-3 units)	\$300
Project/Thesis Completion Fee	\$475
Returned Check Fee	\$25
Special Services	\$100
All Students - General Fee	\$100
Transcript Only Fee	\$10
Transcript and Narrative Assessments Fee	\$20
MACP Out-of-State Licensing Board Degree Verification Fee	\$25

The official Tuition and Fee Sheet and an explanation of charges are available from the Office of the Registrar.

A student registering for a number of units greater than half-time but less than full-time pays the half-time tuition plus a per-unit charge for the additional unit(s). In addition to course work, tuition covers internship/ practicum supervision, advising, supervised independent study, workshops, and program administrative costs. Tuition is subject to change.

Explanation of Fees

Admissions Application Fee

This fee must accompany the Application for Admission. Consideration for admission will not be given until the fee has been paid. Students who completed their undergraduate degrees with Antioch University Santa Barbara and are applying for graduate programs and those who transfer from any other Antioch campus must follow all regular admissions procedures including the payment of the Admissions Application Fee.

Audit Fee

A non-matriculated student who wishes to audit a course should submit a Special Student Registration Form to the Office of the Registrar. Auditors must obtain permission from the Program Chair and pay fees in the Fiscal Office. Auditing is permitted when there is sufficient space in the class after matriculated students have registered.

Enrollment Maintenance Fee

The Enrollment Maintenance Fee (EMF) is designed for students who are not enrolled for new coursework in the current quarter, but who require University services and/or advising in order to accomplish the following:

- complete degree requirements including documentation;
- complete work in progress or incomplete work from previous quarters; or
- complete and/or submit their candidacy packets for review

Payment of the Enrollment Maintenance Fee allows the University to certify to other institutions or agencies that the student is participating in her/his degree. Enrollment certification under this registration status provides eligibility for student loan deferment for one quarter only. Students must register and pay the Enrollment Maintenance Fee during the quarterly registration period. Students may not initiate new learning activities for credit while on Enrollment Maintenance status.

Thesis or Project Completion Fee

A \$475 Thesis or Project Completion Fee is designed for students in the graduate programs who have completed all coursework and residency requirements and who require advisement in order to finish a thesis or project. Students who are completing their MA thesis or project under this status must register and pay the Thesis or Project Completion Fee during the quarterly registration period.

Application for Graduation Fee

Students must file the Application for Graduation form by the end of the third week of the quarter in which they intend to graduate. A \$100 processing fee is required when submitting the application.

MACP Liability Insurance Fee

A \$10 quarterly liability insurance fee is charged to MACP students.

PSYD Fall, Winter and Spring Quarterly Assessment Fee

A \$267 Fall, Winter and Spring quarterly assessment is charged to PSYD students for practica, insurance and curricular and testing materials.

Leave of Absence

A leave of absence (LOA) is an approved quarter of non-attendance for matriculated students. Leave of absence status must be renewed each quarter. The student must complete and file an approved Leave of Absence form with the Office of the Registrar during regular registration. Failure to file the form may subject the student to withdrawal from the University, a readmission charge, and the need to meet current academic requirements in force at the time of readmission.

MAE/TC Teaching Performance Assessment Fee

A \$50 TPA lab fee is mandatory for all teacher credential candidates and is attached to specific courses in the program.

Prior Learning Fee

Undergraduate students who elect to document prior experiential learning are charged a \$300 fee for each Prior Learning evaluation (1-3 units). The fee is paid when the student registers for the prior.

Special Services Fee

A Special Services Fee of up to \$100 may be charged in various administrative situations that require special service for the student.

Tuition Payment Plan

Tuition and fees not covered by financial aid are due at the time of registration. Students may, if necessary, elect a Tuition Payment Plan upon approval of credit by the Fiscal Office. One-third of the amount owed is due at registration, and a one-time fee of \$30 is required. Arrangements must be made in advance of registration.

Tuition Refund Policy

The refund schedule applies in cases of withdrawal from the University as well as in cases of reduction in the number of registered units during a quarter. 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 the Registrar receives written notification of a drop (signed by the Advisor and Financial Aid officer) or withdrawal from the student. Students have a right to full refund from all tuition charges if they notify the University in writing, and the written notification is received prior to or by the last day of the official first week of instruction. The University's refund policy for students who have completed 60% or less of the new course of instruction shall be a pro-rated refund. New students who withdraw from the University during the second week of the quarter are awarded a full tuition refund minus a special service fee of \$100 or 5% of the tuition, whichever is less. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. If the student withdraws from a course in the third through sixth week, a fee of \$100 or 5% of the tuition, whichever is less, shall be charged. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

NOTE: Please see the [Antioch University Santa Barbara 2011-2012 Catalog Addendum](#) for the updated **Tuition Refund Policy**.

Office of the Registrar

Policies & Procedures

The Office of the Registrar maintains academic records for each student, including original copies of evaluations, transcripts from other institutions, admission documents, and copies of correspondence. Students may access their quarterly course registration records and cumulative academic credit history via *myAntioch*, the web-based student information system.

The Office of the Registrar must be informed **in writing (or via antioch.edu email account)** when a student withdraws or takes an authorized Leave of Absence, or changes address, telephone number, or name. The Office of the Registrar may be contacted regarding the following items:

- Enrollment Verification
- Student Loan Deferment Request Forms
- Transcript Requests
- Graduation Reviews
- Diplomas
- General information regarding student academic records.

Registration

Official Registration takes place online via the AUSB web-based student information system (***myAntioch***), in the Registrar, Financial Aid, and Fiscal Offices. Registration for the following courses and statuses needs to be approved by the student's Advisor and processed by the Registrar's Office:

- Leave of Absence
- Independent Study
- Enrollment Maintenance
- Internship
- Thesis/Project Completion (MAE Program)
- Clinical Traineeship (MACP Program)
- Field Experience (PsyD Program)
- Field Experience Cont. (PsyD Program)
- Dissertation Continuation (PsyD Program)
- Prior Learning Activities (BA Program)

Students are held accountable for completing all registered activities. Once admitted, all students must register each quarter for classes or for and

approved status. Students who fail to do so will be withdrawn from the University by the Registrar.

Changes in registration may be made during the first two weeks of the quarter only, through the Add/Drop procedure described below. If a student fails to add a class or learning activity, s/he does not receive credit even if work is completed. If a student fails to drop a class, s/he is obligated to complete the work or receive a No Credit designation. The exception for one-day seminars is explained below.

Adding and Dropping

Classes and learning activities may be added or dropped online via *myAntioch* without academic penalty during the first two weeks of the quarter. After the second week of the quarter students may not add activities or change number of units without approval of the student's Advisor. The student is held responsible for completing any units for which s/he has registered by the Add/Drop deadline. Credit cannot be earned for units not registered by the deadline. Students may withdraw from courses during weeks three - six and receive a pro-rated refund if the tuition status is changed. However, academically the courses will be considered as attempted but not completed activity.

When adding or dropping a course or units produces a change of status (e.g., from full to half-time, half-time to less-than-half-time, etc.), tuition charges are adjusted according to the published refund schedule. Students should note that changes in status may affect financial aid and should check with the Financial Aid Director before making such changes in their program.

Exception for one-day seminars

Students may add a Santa Barbara one-day seminar, even after the Add/Drop deadline, until the Monday before it takes place, provided space is available. The refund schedule still applies. The Registrar must be informed through a completed Add/Drop form which includes the signature of the student's Advisor. Please note that prior to the seminar occurring students can drop the course

and receive a 100% refund but after the date of the seminar no refund would be granted for that course.

Undergraduate Students

BA students may not register for classes in the MACP and PsyD programs. BA students may approach MACP and PsyD faculty members about Independent Study work.

Enrolling for Prior Learning Activities

Students who plan to document prior learning for credit are required to take a non-credit workshop entitled "Prior Experiential Learning Workshop" before beginning the documentation process. AUSB adheres to the standards recommended by the Council for Adult & Experiential Learning (CAEL) found at http://www.cael.org/standards/assessing_learning.htm. Prior Experiential Learning is limited to a maximum of 45 quarter units. A maximum of 3 quarter units may be awarded to any one Prior Experiential Learning activity. A student cannot exceed more than 24 units of any type of academic work (classes, independent studies, priors, etc.) with any one evaluator/instructor.

The maximum number of Priors (Prior Experiential Learning) for which a BA student may register in any one quarter is determined by the Academic Advisor. Students register for each Prior Learning activity during the normal registration period of the quarter in which the student intends to document the Prior Learning. Once approved by the department, the Advisor provides the Registrar with each Prior Learning activity's number (LBS197, 397, etc.), title, and the name of the Evaluator.

If the student does not complete documentation of the Prior Learning by the end of the quarter, the student must petition to receive an incomplete from the Evaluator. If the Evaluator grants an Incomplete, the student must submit the documentation by the assigned deadline. (Note: same policy as Incomplete Policy for current enrollment.) If the Incomplete is not finished by the next quarter, the student must re-register and pay again for the Prior Learning activity. Prior Learning activities are transcribed when completed. The Add/Drop policy is the same as that for current learning enrollment.

If the student registers only for Prior Learning activities, he/she must also register for Enrollment Maintenance, and the EMF fee is charged. Registering for Priors may affect financial aid status, but does not affect residency.

Independent Study

Students in all programs may register for Independent Studies. The approval process for Independent Study requires submission of a completed Application for Independent Study form. A student who wishes to undertake a scholarly examination of a subject not covered by any of Antioch's current or scheduled course offerings is encouraged to engage in independent study. Interested students should submit a proposal for the study to their Advisor. The independent study must meet the following criteria:

- be related to the field of the degree program;
- be approved by the Advisor; and,
- be planned in advance.

The student's Advisor reviews the proposal, consults with other faculty members, if necessary, and possibly recommends or requires changes before approval. Therefore, proposals should be submitted to the Advisor at least two weeks before Monday of the registration week for the quarter in which the independent study will be carried out.

Student Status

Full-Time or Half-Time

Full-time status for undergraduate students is defined as 12-15 units. Full-time status for graduate students is defined as follows: MACP Program 8-15 units; MAEx Program 10-15 units; MAE/TC Program 13-23 units; PsyD Program 8-15 units.

Half-time status for undergraduate students is defined as 6-9 units. Half-time status for graduate students is defined as follows: MACP Program 4-7 units; MAEx Program 6-9 units; MAE/TC Program 6-12 units.

Enrollment Maintenance Status

Enrollment Maintenance Status entitles the student to a reasonable level of advisement during the quarter, as well as access to certain noncredit-bearing activities. On a Leave of Absence, in contrast, no advising is provided. Payment of the Enrollment Maintenance Fee (EMF) also allows the University to certify to other institutions or agencies that the student is participating in his/her degree program. Enrollment Maintenance Status does not qualify for residency. It allows student loan deferment for one quarter only. Two consecutive Enrollment Maintenance quarters are not permitted. Only one Enrollment Maintenance

quarter per four-quarter period is allowed. Students wishing to take a quarter of Enrollment Maintenance Status should consult with their Advisor, obtain the Advisor's permission, register at Registration, and pay the Enrollment Maintenance Fee. This status may affect a student's financial aid; students planning for Enrollment Maintenance should be sure to consult the Financial Aid Director for details.

Thesis/Project Completion Status

Given the highly individualized nature of an Antioch course of study, graduate students in the MA Education Program are required to complete a master's project or thesis. If the student has completed all degree requirements except for the master's project or thesis and has utilized a quarter of Enrollment Maintenance Status, the student must register for the Thesis/Project Completion Status during the registration period. No residency status and no financial aid status are credited for Thesis/Project Completion Status.

Leave of Absence

Students may take an authorized Leave of Absence (LOA) from Antioch for personal reasons any time after the first quarter of enrollment, without charge. This allows the student to leave school for a quarter, while still maintaining an official connection with the University. A Leave of Absence may not be used to complete unfinished coursework or document clinical training hours toward MFT licensure. The student may be on Leave of Absence for a maximum of two consecutive quarters. Absence from the program beyond that results in being withdrawn, and application for readmission is necessary to continue. Leaves of Absence are limited to two per four-quarter period. When registering for Leave of Absence, students must understand that any coursework remaining incomplete will default to No Credit. While on authorized Leave of Absence, the student stays on the University mailing list and receives official announcements and notice of next quarter's Registration. A student on Leave of Absence does not receive academic advising, and the faculty and Registrar do not process student work. It is extremely important that a student desiring a Leave of Absence files an official Leave of Absence form, with an Advisor's signature, in the Office of the Registrar during Registration. Students who leave school without filing this form are dropped from the mailing list. They are formally withdrawn from active student status and cannot re-enter Antioch without reapplying for admission. A new form is needed each quarter if the Leave of Absence extends for more than one quarter.

Withdrawal

A student who intends to withdraw from Antioch should discuss the decision with her/his Advisor. Withdrawal from the University means that student status is discontinued. Courses incomplete at the time of withdrawal are no longer eligible for credit, and the student must reapply formally for admission if he/she wishes to re-enter Antioch Santa Barbara.

A student must notify the Office of the Registrar in writing (or via antich.edu email account) of the intention to withdraw. Students on financial aid also must consult with the Financial Aid Director. Students who have received a National Direct Student Loan must arrange with the Financial Aid Director for a loan exit interview.

Students who withdraw during the first six weeks of the quarter are entitled to a percentage refund of tuition, depending on the date that written notification of the intention to withdraw reaches the Office of the Registrar. Withdrawal from the University should not be confused with dropping classes or filing a Leave of Absence.

Any student who fails to register for academic units, a Leave of Absence, or an approved Status by the add/drop deadline will be administratively withdrawn from the University. Students who do not maintain good academic standing also may be withdrawn, according to conditions stated in the Probation Policy.

Study at Other Antioch Campuses

Antioch University has campuses in Los Angeles, California; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio. Students enrolled at the Santa Barbara campus may wish to study for a quarter or two at another Antioch campus.

1. Any student interested in registering for courses at another Antioch campus study must complete an Intra-university Registration Petition.
2. The student must obtain approval from his or her academic advisor, as indicated by the advisor's signature on the Intra-university Registration Petition.
3. The student then contacts the academic unit head on the host campus and obtains his or her approval, as indicated by the signature on the Intra-university Registration Petition.
4. Once academic approval on both campuses is obtained, the student submits the Intra-university Registration Petition to

the Antioch University Santa Barbara Registrar's Office.

The Antioch University Santa Barbara Registrar's Office will verify enrollment. The Registrar of the **host** campus will forward the records of learning.

Students who begin a degree at Antioch Santa Barbara and wish to transfer to another Antioch campus to complete the degree are subject to transfer policies and degree requirements at the host campus as detailed earlier in this chapter. The Provost may be helpful in facilitating details of transfer from one Antioch campus to another.

Auditors and Non-Matriculated Students

Auditors register in a course with auditor status, not for credit. Consent of the Program Chair is needed for auditing. Instructors normally expect that auditing students complete all readings and participate in discussions. Students taking a course for credit are given preference over auditors in over-enrolled courses. Audited courses appear on the Antioch transcript only if the instructor certifies that the student was present in the class. If an auditor later wishes credit for the course, s/he must repeat the course.

Students registered full-time or half time may audit any course with the consent of the Program Chair for no additional fee. Students on Leave of Absence who wish to audit must pay the audit fee. Alumni auditors and non-matriculated student auditors register by filling out a Special Student Registration form and paying an audit fee. Antioch alumni auditing courses in the same program they attended pay a reduced Audit Fee.

Non-matriculated students may enroll in courses for credit without intending to earn an Antioch degree. Consent of the Program Chair is required. Special students are required to register for the course(s) on a non-matriculated status. In over-enrolled courses, they are given low priority. Non-matriculated students must register during regular Registration time. They are not eligible for financial aid. If a non-matriculated student later wishes to enter Antioch to work toward a degree, s/he needs to complete the regular admissions process and formally be accepted by Antioch. Credit earned as a non-matriculated student is not automatically transferable. The Program Chair must approve a petition for credit. The non-matriculated period does not count toward residency.

Credit Earned during Non-enrollment Periods

Students normally must be registered for Antioch classes (full-time, half-time, or per unit) in order to earn Antioch credit. An exception to this policy is the rare case in which a student's Advisor recommends that the student take one or more courses at another institution while on Enrollment Maintenance Status. The Advisor and the Program Chair must approve the arrangement in advance. Approved units are applied as transfer credit. Units earned at another school while on Enrollment Maintenance do not count toward residency.

Occasionally, a student who has withdrawn from Antioch or is on Leave of Absence takes courses at other schools during the non-Antioch time, and wishes to transfer these units to Antioch when he/she returns. For students who reenroll after a Leave of Absence or a period of withdrawal, and request credit for learning activities that occurred during their absence from Antioch, residency must be re-evaluated. The Advisor and the Program Chair reserve the right to make decisions about this situation on an individual basis.

Commencement Ceremony Participation

Antioch University Santa Barbara's commencement ceremony occurs annually at the end of the Spring quarter. Students are eligible to participate in the commencement ceremony if they have successfully completed all degree requirements, including any outstanding incompletes, by the end of the Summer quarter of the current year. Students who are scheduled to complete all degree requirements during the current Spring or upcoming Summer quarter are eligible to participate in the commencement ceremony, pending a candidacy review. Students who graduated during the prior Spring or Summer quarter, but were unable to participate in the prior year's commencement ceremony, are eligible to participate in the current year's ceremony.

Diplomas

The Graduation Review & Diploma Application must be submitted to the Office of the Registrar by the third week of the final quarter of study. Once all requirements for graduation have been met (including financial obligations and completion of the financial aid exit interview form(s)), the Office of the Registrar informs the graduate that the official diploma is available. The graduate may pick up the diploma in person, or for a \$10 fee the Registrar's Office will send the diploma by certified mail.

Transcripts

Requests for official transcripts must be submitted

in writing or via fax; a signature is required for authorization to release a student's record. If the student wishes, s/he may request that copies of assessments be sent along with the transcript.

Transcript requests should be submitted at least 10 days in advance. Antioch University Santa Barbara cannot release the official transcript or diploma for a student until all financial obligations to the school have been cleared. If a student received financial aid, s/he must complete the financial aid exit interview before the official transcript or diploma can be released.

The Antioch transcript does not include grades or unofficial grade equivalents. Students may request that copies of their narrative assessments (which will include unofficial grade equivalents if these had been requested) be sent to other institutions along with the official transcript.

To order a transcript, the student may complete a Transcript Request Form obtained from the Office of the Registrar or from the AUSB web site (<http://www.antiochsb.edu/campus-life/registrar>), or may write a letter containing the following information:

- full name (and name while enrolled at Antioch, if different);
- current address and phone number;
- date of birth and Social Security number or Student ID number;
- the program (e.g., BA, MAE, MACP, MAOM, DBA and PsyD) and dates of attendance;
- the number of copies needed;
- the full address(es) and zip code where transcripts should be sent;
- check or money order (no cash) payable to Antioch University;
- whether or not written evaluations should accompany the transcript (students may request that some or all evaluations accompany the transcript);
- Signature.

Fax transcript requests should be sent to 805-962-4786, Attn: Transcripts

Mailed transcript requests should be sent to the following address:

Antioch University Santa Barbara
Office of the Registrar
Attn: Transcripts
801 Garden Street - Suite 101
Santa Barbara, CA 93101
Current Student Transcripts

A currently enrolled student may request a transcript showing work completed to date. The student fills out the Transcript Request Form and submits it to the Office of the Registrar with a \$10 fee for each transcript requested or a \$20 fee per transcript plus narrative assessments. The transcript reflects only work for which completed learning evaluations are currently on file in the Office of the Registrar.

Graduated Student Transcripts

Transcripts for graduated students can be issued any time after a student has graduated and her /his records are officially complete. The transcript records all coursework completed for credit and the degree awarded. A Transcript Request Form and payment (via check or credit card) for \$10 (per transcript) or \$20 (per transcript plus narrative assessments) must be submitted to the Office of the Registrar. Students who graduated in 1985 or earlier should contact the Antioch University campus in Yellow Springs, Ohio at 937-769-1087 to request a transcript. Upon completion of all degree requirements, an unofficial copy of the final transcript is sent to the student free of charge.

Withdrawn Student Transcripts

Transcripts for withdrawn students reflect only work for which completed learning evaluations were on file in the Office of the Registrar at the time of withdrawal. Students who withdrew in 1985 or earlier should contact the Antioch campus in Yellow Springs, Ohio at 937-769-1087 to request a transcript.

Permanent Files

The permanent official academic files for students graduating or withdrawing after 1985 are maintained at Antioch University Santa Barbara. The final official academic files for students graduated or withdrawn prior to 1985 are maintained at Antioch University in Yellow Springs, Ohio.

Verification of Enrollment or Course Completion

When requested in writing (or via an antioch.edu email), the Office of the Registrar will provide a student with a letter verifying enrollment or verifying the completion of courses. However, letters of verification of completed coursework can be written only if assessments indicating Credit

Awarded for those learning activities are on file with the Office of the Registrar. Verification cannot be provided if the student has outstanding financial obligations to the University.

Transfer of Course Credit

Because Antioch University is regionally accredited, credit earned in residence at Antioch University Santa Barbara is accepted in transfer by other institutions. Other institutions may require additional information on Antioch's policy of evaluation by written assessment rather than letter grades. If the narrative evaluations are questioned, upon request, the Registrar will contact the other institution to assist students in transferring credits. It is important to realize, however, that the determination of course credit transfer is the prerogative of the institution to which the student is applying.

Academic Policies & Procedures

Taking Courses at Another Institution

A student may take advantage of courses offered at other regionally accredited institutions (1) if the course is not offered or is not available during the student's tenure at Antioch University Santa Barbara; and (2) if the course is central to the student's educational goals. Continuing Education courses are not acceptable as transfer units or concurrent learning.

Transfer Credits

Transfer credit usually refers to units taken in a previous course of study and transferred to the student's program at AUSB.

As a standard,

- Graduate courses that will be more than **five years** old at the time of graduation are not transferable
- Doctoral level courses that will be more than **eight years** old at the time of graduation are not transferable.

In addition, students may take a course at another regionally accredited educational institution while enrolled at AUSB and request that those units be transferred to their program. To do this, the student submits a Petition for Exception to the Advisor who determines if the course is appropriate for transfer. The student then registers at the host institution, passes the course with a grade of "B" or better for graduate students, "C" or better for undergraduate students, and arranges for the course credits to be transferred to the Registrar's office.

Courses may be taken concurrently at another regionally accredited educational institution; however, students cannot receive Federal Financial Aid concurrently at both schools. The student submits a Petition for Exception to the Advisor, indicating that this course is not offered at AUSB and is central to her/his educational goals. The student officially registers both on the AUSB campus and at the other institution. The course instructor must agree to provide a narrative evaluation of the student using Antioch's Evaluator

Learning Assessment and submit this Evaluation to the Registrar's Office.

Courses may be taken at other Antioch campuses in Los Angeles, Seattle, Keene, New Hampshire; or Yellow Springs, Ohio. The student must submit the completed Intra-university Registration Petition form indicating the desire to take a course at the other campus.

Academic Writing Skills

Students enter Antioch with widely varying levels of writing skills. Since Antioch emphasizes writing in almost every class, it is important that students develop their writing skills during their time in the program. To support both undergraduate and graduate students in becoming effective academic writers, the AUSB Writing Center provides peer-based writing assistance throughout the school year. Please see "Student Services" or visit www.antiochsb.edu/writingcenter for more information on writing center services.

Undergraduate students receive credit for BA writing classes. Students who need help with particular academic formats (e.g., American Psychological Association format) should speak to their Advisor or visit the AUSB Writing Center about various forms of help that are available. Graduate students who need to improve their basic writing skills may enroll in BA writing classes on a not-for-credit remedial basis.

Computing Skills

Graduate students are expected to have the computing skills necessary to support their basic academic needs (e.g., word-processing, spreadsheet manipulation, and ability to search reference files on the Internet). Students who need help with these skills are given the opportunity to develop them as needed through not-for-credit workshops and/or credit classes.

All students are required to have access to a computer.

The Narrative Evaluation Process

1. Narrative Evaluations and Grade Equivalents

At Antioch University Santa Barbara, narrative evaluations serve as the official record of a student's academic progress. These narrative statements both describe and evaluate the student's work.

Faculty members write narrative evaluations for every credit-earning learning activity recognized by Antioch, whether it is sponsored learning such as classes and independent studies or non-college sponsored learning such as prior learning activities. Narrative evaluations give faculty the opportunity to describe the student's skills and knowledge, development and achievement during the learning activity. These evaluations can provide students with valuable information about their current limits and strengths. They can also help students identify their developmental goals and strategies for attaining them.

For a graduate-level learning activity, a narrative evaluation for which the student has received credit indicates that the student's work would have earned a minimum of a "B" if grades were given. In the undergraduate program, a narrative evaluation for which the student has received credit indicates that the student's work has earned a minimum of a "C" grade equivalent. Grade equivalents are automatically provided for every BA course. In most cases, narrative evaluations can be copied and sent with a transcript to graduate schools for admission purposes or to employers for reimbursement purposes.

In some cases, however, narrative evaluations are not sufficient to meet the needs of a student. Students sometimes need grade equivalents and/or a GPA equivalent to be considered for admission to specific graduate programs or to qualify for financial aid, scholarships, and employer reimbursement, or for other reasons.

A student interested in a particular graduate program is advised to inquire whether grade equivalents are desired by that institution. Similarly, students can determine whether employers or financial institutions require such information. It is important that students make these inquiries early in their Antioch program so that they can request grade equivalents at the time that they enroll for the learning activities. University-wide policy currently forbids grade equivalents from appearing on the student's transcript. Grade equivalents can only appear on the narrative evaluations, copies of which can accompany a transcript at the student's request.

2. Faculty Responsibilities

Antioch's history and mission, since its inception, has been to expand and advance educational opportunities. Antioch faculty members have a fundamental responsibility to promote and support students in their pursuit of educational and career goals. In order to do this successfully, they should not deny students opportunities for educational and financial support. Graduate schools, education-financing institutions, and other organizations often require grades or grade point averages in order to give Antioch students financial support to continue their education. When a student requests a grade equivalent, it will be provided. Certain learning activities can be exempted from this requirement (such as internships, clinical training, and certain independent study projects) as long as the inability to obtain a grade equivalent for that activity is specified in writing.

3. Procedures for Obtaining Grade Equivalents

Students must approach each instructor individually to request a grade equivalent. These requests must be made by the final drop/add date, unless a different deadline is specifically stated in the course syllabus. Students who do not request a grade equivalent before the deadline will not have a grade equivalent submitted for that learning activity.

When an instructor provides a grade equivalent, he or she adds it to the narrative on the evaluation form written at the end of the course. Once a grade equivalent has been submitted for a credit-earning activity, it is added to the student's permanent file.

4. Providing an Overall GPA Equivalent

If a student needs a GPA equivalent to be generated to satisfy some external demand, this is done by the Office of the Registrar. The GPA equivalent is calculated using information from all learning activities listed on the Antioch transcript as well as those transferred in, subject to the guidelines set forth by the requesting institution and the program. The following guidelines are utilized to calculate the GPA equivalent:

- If a grade equivalent was requested at the time an Antioch course was taken, that grade equivalent will be used in the creation of the GPA equivalent. In addition, for BA students, the summative statement on the narrative assessment is used to obtain the grade equivalent. For PsyD students, the overall course evaluation grid is used to obtain grade equivalents.

- For credit-earning activities that have not been exempted, and for which the student was not previously given a grade equivalent reflecting overall course performance, the instructor of the course or the Chair of the program. Each program has specific guidelines for that process that are delineated in their individual sections of this catalog.
- The GPA equivalent is based on performance in all activities that a student completed as part of his or her degree. It does not include learning activities that are designated with an "Incomplete" or "Withdrawn" status.
- The GPA equivalent does include "No Credit" coursework. This includes any learning activity that had been awarded an "Incomplete" and then converted to a "No Credit." If a student repeats a course for which he or she earned No Credit and earns credit during this subsequent enrollment, only the "Credit Awarded" grade equivalent is used in the calculation of the GPA equivalent.

Grade Equivalency

The university defines Credit Awarded on the graduate level as equivalent to a grade of "B" or better and on the undergraduate level as equivalent to a grade of "C" or better.

Units Attempted

This is defined as the total number of units for which a student officially was enrolled on or after the end of the Add/Drop period for a quarter, that is, the units for which a student received a Credit, No Credit, Incomplete, or Withdrawn.

Satisfactory Completion

This is defined as an evaluation of Credit Awarded for a course or learning activity which has been submitted to the Registrar's Office.

Incomplete Work

Normally, all work should be completed by the end of each academic quarter. For outside learning activities, students should take the initiative to obtain assessments promptly from evaluators and should make sure that the original copy of the evaluation reaches the Registrar within one week of the end of classes, so that credit can be recorded. The student is responsible for maintaining reasonable progress toward the degree. However, incomplete work is occasionally allowed, for good reason and with permission of

the instructor. No faculty member is obligated to award Incompletes or to agree to evaluate student work after the end of the course (although some faculty agree to do so). Faculty are required to notify students at the beginning of a course if they are unavailable to evaluate work after the quarter is over.

One-Quarter Limit

All Incompletes must be made up within one quarter following the one in which the classes were taken. Credit for the Incomplete is awarded only if an evaluation with Credit Awarded reaches the Registrar by one week after the last day of the next quarter (e.g., evaluations for Fall Incompletes must reach the Registrar by one week after the last day of Winter quarter). The student is responsible for turning in incomplete work to the evaluator by the date assigned. Credit Awarded is not guaranteed; the instructor may find the work unacceptable and is not required to return the work to the student for revisions. If an evaluation with Credit Awarded does not reach the Registrar by the deadline, the student must retake the course or learning activity in order to receive credit. A student retaking a course must register and pay for the course again, and meet the requirements of the course as offered at that time.

Student Evaluation of Courses

Students at Antioch evaluate their instructor's teaching and the quality of courses and instruction through an anonymous evaluation procedure. During the last session of each class, the instructor distributes evaluation forms to be completed by the students. Student evaluations provide important information to assist the Program Chair in evaluating course content and the instructor's work.

The Program Chair communicates overall results of student evaluations to the faculty on a regular basis and often shares student comments. Faculty do not see the anonymous evaluations until after they have submitted assessments of student work.

Results of these evaluations are taken seriously by the faculty and VPAA/Provost, and are influential in decisions about modifying course structure and content, and hiring and retaining faculty members. Students are urged to use the forms candidly — to provide faculty and the Program Chair with feedback that can improve Antioch's teaching.

Student Concern about Instruction

Students are encouraged to discuss their concerns about the content or methods of instruction in a class with the course instructor as soon as any

concerns arise. Based on past experience at other schools, students sometimes fear reprisal in these situations, but Antioch instructors generally welcome feedback on their work and the Program Chairs strongly support student expression of concerns. Instructors are often able to make changes to meet student needs.

In all lecture courses, a written mid-quarter feedback procedure is used, providing a way for students to communicate with the instructor anonymously about the course while it is still in progress. Written evaluations, along with discussions with student representatives, provide outlets for communication and feedback to the Program Chair.

Exceptions to Policies & Procedures

A student who wishes to petition for an exception to any academic or registrar policy or procedure must complete a Petition for Exception to Policies and Procedures form, explaining why the s/he believes an exception is warranted. The petition is submitted to the Advisor or Instructor (if regarding a credit awarded change or grade equivalent change), and then considered by the Program Chair and/or Provost & VPAA. The student is informed of the decision as soon as it is determined. Rulings on all petitions may be appealed to the Provost.

Forms of Probation

There are three different forms of probation at Antioch Santa Barbara. Satisfactory Academic Progress Probation is determined by the Financial Aid Director, who is also authorized to remove probationary status when required criteria have been met. Academic Probation and Clinical Training Probation are determined by the program faculty and/or Provost and are removed by the Advisor, program faculty, or VPAA & Provost respectively.

Academic Progress

Students are expected to maintain academic progress by completing work on time and at an appropriate standard of quality for undergraduate or graduate learning. Each program grants permission for late work in special circumstances, but incomplete work must be completed within the prescribed time. Overall educational quality is upheld through careful quarterly reviews of the student's academic progress. Students whose evaluations indicate continuing academic problems, or students with excessive incomplete work, are contacted by the Advisor or Program Chair to discuss the problem. Probation, remedial work, or a period of withdrawal from the University

may be recommended or required, but only after consultation with the student and after consideration of the individual situation. The faculty works closely with students to maintain satisfactory academic progress and to achieve their educational goals.

Students in Masters programs have five years from the original date of matriculation to complete their degree. This five-year clock includes periods of Leave of Absence, Project Completion, Enrollment Maintenance, and withdrawal.

Students in the doctoral program have eight years from the original date of matriculation to complete their degree. This eight- year clock includes periods of Leave of Absence, Project Completion, Enrollment Maintenance, and withdrawal.

Satisfactory Academic Progress (SAP)

Federal regulations require that Antioch University Santa Barbara establish and apply reasonable standards of satisfactory academic progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. To comply with these regulations, the Registrar's Office and Financial Aid Director review student records each quarter to verify a satisfactory rate of progress toward the completion of the degree. Learning activities are considered complete only if all course requirements have been met, the evaluation form is present in the Registrar's Office, and the student has received CREDIT AWARDED for the course. Units attempted are defined as the total number of units for which a student officially was enrolled on or after the end of the Add/Drop period.

Doctoral Students

To attain Satisfactory Academic Progress, a doctoral student must meet the following criteria:

- Satisfactorily complete 75% of cumulative units attempted (Enrollment Maintenance, Dissertation Project Completion, Internship Year and Leave of Absence quarters included);
- Within the last four-quarter period, receive at least 10 units of Credit Awarded (Enrollment Maintenance, Leave of Absence and Thesis Project Completion quarters included);
- Complete the degree within eight calendar years of entering the graduate program at AUSB.

A doctoral student must complete 75% of his/her classes in order to meet the quantitative standard. Since Antioch University uses narrative evaluation instead of assigning grades, a graduate student is considered to have a B average if at least 75% of the courses are successfully completed

Master's-Level Students

To attain Satisfactory Academic Progress, a master's-level student must meet the following criteria:

- Satisfactorily complete 75% of cumulative units attempted (Enrollment Maintenance, Thesis Project Completion and Leave of Absence quarters included);
- Within the last four-quarter period, receive at least 10 units of Credit Awarded (Enrollment Maintenance, Leave of Absence and Thesis Project Completion quarters included);
- Complete the degree within five calendar years of entering the graduate program at AUSB.

A master's-level student must complete 75% of his/her classes in order to meet the quantitative standard. Since Antioch University uses narrative evaluation instead of assigning grades, a graduate student is considered to have a B average if at least 75% of the courses are successfully completed.

Undergraduate Students

To attain Satisfactory Academic Progress, an undergraduate student must meet the following criteria:

- Satisfactorily complete 75% of cumulative units attempted (Transfer Units, Enrollment Maintenance, and Leave of Absence quarters included);
- Within the last four-quarter period, receive at least 12 units of Credit Awarded (Enrollment Maintenance and Leave of Absence quarters included);
- Complete the degree within four calendar years of entering the undergraduate program at AUSB.

An undergraduate student must complete 75% of his/ her classes in order to meet the quantitative standard. * Since Antioch University uses narrative evaluation instead of assigning grades, an undergraduate student is considered to have a C average if at least 75% of the courses are successfully completed.

**Please note: For Undergraduates, the first two quarters of coursework are not counted initially towards SAP; however, they are counted in the cumulative total during the third quarter.*

Consequences of failure to maintain Satisfactory Academic Progress

If a student is not meeting Satisfactory Academic Progress following the evaluation period, the student will be placed on Satisfactory Academic Progress probation the fourth week of the next quarter. Financial aid will be reinstated the quarter following the student's meeting SAP requirements. For example, if the student is able to meet SAP requirements in the Summer Quarter, the student will be eligible to receive financial aid in the Fall Quarter.

Please note that Financial Aid students cannot have two consecutive quarters in which they fail to maintain Satisfactory Academic Progress without jeopardizing their Financial Aid eligibility.

The Process

Students on Financial Aid who are not maintaining Satisfactory Academic Progress are placed on Satisfactory Academic Progress Probation by the Financial Aid Office. Written notice is provided to the advisor and the Financial Aid Office, which in turn notifies the student in writing, stating exactly which criteria for SAP are not being met.

If the student has not been removed from Satisfactory Academic Progress Probation by the end of the term, registration for the following term is not permitted. At this time, students are also subject to loss of federal financial aid eligibility.

Satisfactory Academic Progress Probation & Financial Aid

A student who does not meet minimum Satisfactory Academic Progress standards will be considered ineligible to receive any federal financial aid. In the case of a student who has already been awarded aid, the following procedures will be followed:

- Students receiving Title IV federal aid will receive a financial aid notification letter with the explanation of consequences for not meeting the Progress Probation requirements.
- The student's financial aid notification letter will inform the student of their Satisfactory Academic Progress Probation status and the loss of financial aid eligibility if the requirements are not met. Generally, students have the balance of the term to remedy the problems that resulted in Satisfactory Academic Progress Probation.

- The student is required to make acceptable arrangements with his/her academic advisor within 10 working days. Acceptable arrangements constitute the student's written explanation for having not maintained SAP and then out-lining a plan of action to achieve it. An agreed upon time-line will be made. The student is required to provide the Financial Aid Office with copies of these documents.

Federal Work Study

If the student does not respond or make acceptable arrangements within 10 working days, s/he will be terminated from the work-study position and the award rescinded.

Denial

A student will lose their Title IV eligibility if any of the following occurs:

- The student does not make the progress necessary to be removed from Satisfactory Academic Progress Probation or
- The student reaches the maximum time frame for completion of his/her program of studies.

Consequences of Denial

After the probationary period, students who do not maintain Satisfactory Academic Progress lose eligibility for financial aid.

Re-establishing Eligibility

A student seeking to reestablish eligibility of financial aid may do so by:

- Appealing the financial aid decision.
- Being removed from Satisfactory Academic Progress Probation.

Appeal Process

Any student denied financial aid who can prove special circumstances pertaining to his/her case, may appeal the decision denying aid to the Financial Aid Appeals Committee. A student's appeal must be filed within 30 days of notification that aid eligibility has been lost, and it must be made in writing to the Director of Financial Aid. The appeal may not be based upon a student's need for the assistance or lack of knowledge that the assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition which prevented the student from earning credit in one or more of his/her courses, or which necessitated that the student withdraw from classes. Students will be notified in writing of the Committee's decision of their appeal within 30 days of receipt of their appeal. The decision of the

Financial Aid Appeals Committee is final. Under no circumstances will financial aid money be held in reserve for students who have had an award suspended.

Waiver for Special Circumstances

Waiver of the above penalties may be granted in special circumstances. A student may petition the Program Chair to have the Satisfactory Academic Progress requirements waived. The Program Chair will make the appeal decision in consultation with the student's Advisor and the Financial Aid Office. This waiver may be granted for cases in which a student has experienced undue hardship from circumstances such as illness, severe injury, death of a relative, or other special circumstances. The Program Chair will inform the student's Advisor, the Financial Aid Office, and the Office of the Registrar of any waivers granted, including the deadline for all missing coursework to be completed. Notification of failure to achieve Satisfactory Academic Progress and waivers with the appropriate documentation shall be placed in the student's file.

Review of Student Work

Every student's academic progress is reviewed quarterly by their Program. The Advisor reads the student's evaluations to assess the student's academic performance. The entire record is taken into account; a single poor but passing evaluation is not in itself a matter of serious concern. If the student appears to be having difficulty with writing, for example, the Advisor may recommend or require that a writing course be taken. If a great deal of work is Incomplete or if evaluator assessments indicate a pattern of problems, the Advisor meets with the student and communicates the concerns and actions to be taken.

Recommendations may be made informally, or the student officially may be placed on Academic Probation. (See degree program sections of this catalog for additional information about each program's review of student work.)

Academic Probation

Academic Probation is determined by the program faculty and/or the Provost & VPAA based on the assessment of the student's work subject to the following standards and with the following consequences:

- 6 units (BA), 2 units (MACP) of No Credit evaluations in any learning activities over any period of time;

■ failure to follow a course of learning deemed necessary by the Advisor;

■ a pattern of ratings of “Unsatisfactory” or “Needs Improvement” and/or a pattern of critical feedback in evaluations, which in the Advisor’s judgment is serious enough to indicate persistent academic problems which may warrant probation; or,

■ documented plagiarism, academic dishonesty, ethical violations, or violations of school policy.

When a student is placed on Academic Probation, the Advisor, Chair, or Provost & VPAA notifies the student of her/ his Academic Probation status. It is the student’s responsibility to respond promptly by scheduling a meeting with the Advisor, Chair, or the Provost & VPAA in the appropriate cases.

A plan is developed by the student and the Advisor. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. BA students placed on Academic Probation because they did not complete the Educational Foundations course must meet with the Educational Foundations instructor and Advisor, and work out a plan for completing and/or retaking the Educational Foundations successfully. MACP and PsyD students placed on Academic Probation have their approval to enroll in a clinical training placement delayed. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

A student on Academic Probation is required to meet with the Advisor before registering for the following quarter to demonstrate required academic progress. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card.

The student is removed from Academic Probation at the Advisor’s, Chair’s, or Provost & VPAA’s discretion, when in the Advisor’s, Chair’s, or Provost & VPAA’s judgment, the student’s current work or conduct demonstrates remediation of the problem(s) that led to Probation. One of the conditions for removal from probation is that the student successfully completes a specified number of credits of additional learning activities with Credit Awarded, after having been placed on probation. The Registrar is notified to remove the student

from Academic Probation

For all Antioch learning activities, instructors evaluate student work online using a form called the Evaluator Learning Assessment. The Evaluator designates Credit Awarded, Credit Not Awarded, or Incomplete for the learning activity and provides a narrative in which the student’s learning is evaluated relative to expectations stated in the syllabus for the learning activity. Instructors submit the Evaluator Learning Assessment online to the Registrar. The Registrar records the assigned designation for the learning activity and places the assessment in the student’s file in the Registrar’s Office. The Registrar also returns a copy of the assessment to the student via their antioch.edu email account. When credit is awarded, the faculty member writes a narrative evaluation explaining the work accomplished in the course, as well as the student’s strengths and areas of needed improvement. Antioch University transcripts list only learning activities for which credit has been awarded.

If a student receives a Credit Not Awarded designation, the student must repeat the class in order to earn credit. It is preferred that students repeat the course with a different instructor. However, if this is impossible, the student may petition the faculty to repeat the course with the same instructor. If the course is not offered prior to the student’s projected date of graduation, the student may petition the Advisor to take the course as an Independent Study. If a student receives an Incomplete, s/he must complete the coursework satisfactorily by the date specified by the evaluator; if no date is specified, the due date defaults to the last day of the next quarter. Failure to complete the coursework by the due date results in a loss of credit for the course. If the student disagrees with the instructor’s evaluation, the first step is for the student to discuss the evaluation with that instructor. If the student remains dissatisfied with the evaluation, the evaluation may be appealed by petitioning the Core Faculty to review the evaluation. The Core Faculty assigns an ad-hoc committee to review the fairness of the evaluation. It is recommended that every student keep personal copies of all assessments and other official academic materials until after Graduation. activities can be exempted from this requirement (such as internships, clinical training, and certain independent study projects) as long as the inability to obtain a grade equivalent for that activity is specified in writing.

Student Services

Advising

Antioch is noted for its personalized education. Upon enrollment, each student is assigned a Faculty Advisor from her/his program's Core Faculty to assist with such issues as program planning, internship placements, graduate and post-graduate study options, academic progress, career paths, and, when necessary, problem-solving. Students are asked to begin their work with the Advisor assigned, but may change to a different Advisor by obtaining the permission of both the old and new Advisor. Faculty Advisors assist students in meeting University academic requirements and understanding University and program procedures. Students are encouraged to seek out their Advisors and to utilize them as resources to maximize the learning experience. Faculty Advisors have specified office hours and also interact with advisees via their antioch.edu e-mail account. Each quarter a special Advisement Week is established, when Advisors are especially available to help students in planning the next quarter's courses. The Advisor reviews the student's evaluations on a regular basis (usually quarterly) and communicates with the student if problems are found.

Bookstore

AUSB and TextbookX.com have partnered to build the Antioch SB Bookstore. This virtual bookstore links students to the required and recommended books for their classes and allows students to place their orders 24 hours a day. Students may purchase new or used textbooks, or rent textbooks for the quarter. The Antioch SB Bookstore also offers e-books whenever that format is available. (E-books may be immediately downloaded onto a computer – no special readers are necessary) Students may sell textbooks they do not wish to keep back to the Antioch SB Bookstore. The bookstore is located at:
<http://antiochsb.textbookx.com>.

Some Antioch courses use custom course readers. In most cases, these readers are available for students to purchase the week prior to the start of the quarter from The Alternative Copy Shop, 1511 Chapala, Santa Barbara, 93101 (805-963-7731). The quarterly book list indicates which courses require readers.

Writing Center

AUSB highly values writing as a mode of learning and critical thinking. Therefore, to support students in their writing endeavors, the writing center was created. Antioch specifically employs a "peer to peer" coaching model, which allows for a pressure-free, open dialogue about the ins and outs of effective academic writing. No judgment, no grades, no evaluation, no shame — just positive encouragement and helpful support. Through talk collaboration, peer writing coaches and student writers work together on strategies to address purpose, audience and organization; approaches to drafting, revision, editing, and proof-reading; and research and citation techniques (APA and MLA formatting).

The AUSB Writing Center (WC) is dedicated to offering students assistance with their writing. One-on-one and group sessions are available in 30 and 60 minute segments. The center offers scheduled appointments and invites drop-ins as time permits. Writing center visits are free and open to all Antioch students. Current students may bring any writing task at any stage of creation to the writing center. Please visit www.antiochsb.edu/writingcenter for more information on writing center services.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Antioch University does not exclude or discriminate against otherwise qualified students with disabilities.

Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be afforded reasonable accommodations that will allow them to participate in the institution's programs and services.

For more information, please contact Donna Mathes, Coordinator of Student Disability Services at 805.962-8179 or by email at dmathes@antioch.edu.

Academic Computing and the Technology Classroom

Students have access to a number of personal computers during school hours in the Technology classroom, when it is not being used for regular instruction. Students can receive training and support for standard business software programs and get an introduction to using the internet for research. In addition, the classroom offers discipline-specific software programs and on-line databases along with a collection of computer self-training materials. Additional computer workstations are available on campus for students to use when the classroom is used for classes.

Library Resources

The AUSB library may be described as the best of both worlds: an intimate, welcoming library space and a broad network of electronic materials rivaling those at large research libraries. By leveraging the collective resources of the Antioch Libraries around the country, AUSB students have access to a wide range of online resources and services. These include hundreds of research databases to support endeavors both basic and cutting edge, thousands of research journals comprising some 7.5 million (and rising) scholarly articles, and a growing collection of over 19,000 scholarly e-books.

The library continues to build a targeted, dynamic print collection, which supports the learning, teaching, and research needs of AUSB students and faculty across all programs.

Our state of the art interlibrary loan and document delivery service (*We Deliver*) serves to bridge the gap between items that are not available through the campus's print and electronic collections. Students, faculty and staff may place their requests for books, articles, and book chapters online, at any time.

Antioch is committed to helping students in their research. Instructions on how to access online resources are given during orientation sessions or by appointment with the librarian. Instructions are also available in print on [the library research guides for each program](#).

A reference librarian is available for classroom instruction. This librarian also provides individual and group consultations to help students navigate the research process.

A valid University of California Santa Barbara library card is required for students in the Masters in Education program. (Information about UCSB library cards can be found at:

<http://www.library.ucsb.edu/administration/development/memfriends.html>) Any student obtaining a library card from another university may submit a payment receipt to the Fiscal Office to receive a credit for the cost of the library card. (See: Voucher Fund.)

International Student Services

International students are valued members of the Antioch student body. The Department of Justice provides approval to Antioch University Santa Barbara for attendance of non-immigrant students. Students from other countries who are studying at Antioch University Santa Barbara on 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 in the Admissions Office and the Registrar's Office serve as Designated School Officials who are empowered to issue and sign I-20's for admission and for travel outside the United States. Visa services are not provided but the institution will vouch for 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 scholarships programs that may be available through privately funded sources outside of and independent of the University.

In addition to following the advice of the F-1 visa student's academic advisor, The F-1 visa student must consult the Registrar's Office, who serves as principal foreign student advisor, in several important instances. These situations include reporting to the International Affairs Office and the Office of the Registrar:

- After initial admission or re-admission 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 and,
- 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.

Student Health Insurance

Antioch does not sponsor health insurance for domestic students. However, health insurance (priced reasonably for students) is available, and informational brochures are located on the first floor. International student health insurance is mandatory for International students. Antioch University endorses "International Student Insurance" from United Healthcare.

Student Identification Cards

Student identification cards are issued to all new students at Student Orientation. Thereafter, annual validation stickers are available at the Registrar's Office. If an identification card is lost, contact the Registrar's Office.

Student Announcements

Antioch students receive announcements, official notices, and copies of Evaluator Learning Assessments via their antioch.edu email account. Students should be sure to check their antioch.edu email account regularly.

Student Forms

Student Forms are located in the hallway by the Registrar's Office on the first floor. Most forms are also available on the Antioch website at www.antiochsb.edu.

Student Organizations

Students may also wish to be involved in on-campus activities in addition to their academic work. Opportunities for this experience include Student Council and the Odyssey (student literary journal). In addition, there are student representatives to the MAE/TC Advisory Committee.

Voucher Fund

Antioch's Voucher Funds provide credit for library card expenses and bicycle/walk credits as well as certain other educational expenses. Courses, tutorials, and other learning activities important for the student's program, but not provided by Antioch, may be partially funded depending on resources available.

Students interested in Voucher assistance must first pay for the activity and obtain a receipt. Any credit is applied to the student's account balance.



Parking

Parking on campus is very limited. Parking in an Antioch lot requires a permit. However, there are a number of alternative options available to students. The following options are available to Antioch Santa Barbara students:

On-Site Garage Parking

Students may park in the basement garage accessed off Garden Street only **after 5:30 p.m. weekdays and all day on weekends**. During the day, student cars will be towed from the lot unless a valid (specialty or temporary) permit is displayed at all times.

De La Guerra Street Garage

A parking garage is located adjacent to Antioch and is accessed via De La Guerra Street. **If you park in this lot, your car will be towed.** The parking in this garage is primarily for other tenants in the building.

Street Parking

Street parking is available in the vicinity of the campus. *Please pay attention to the street signs.*

- Garden Street - Antioch side, all-day parking is permitted after 9:00 am; on opposite side 90 min. is permitted.
- De La Guerra Street - east side (across the street) is all day parking; west side is 90 minutes.
- Laguna, Vine, and Olive Streets. (Parallel to Garden)

Pay attention to which areas are all day parking, which are 90 minutes, and which are designated not parking for street cleaning. Street parking is crowded; however, after 5:00 p.m. there is usually ample parking near Antioch. Street parking is unlimited after 6:00 p.m.

Alternative Parking

Students may choose one of the following:

Bicycling/Walking

A reduction in student fees of \$60 per quarter is offered to students who use this method of travel. A signed contract is required, and compliance is based on the honor system. Please see the Fiscal Officer on the first floor. He will provide you with a contract to sign and will credit your student account for \$60 per quarter. You must sign a contract for each quarter.

Campus Security Act of 1990

Pursuant to the Act, Antioch University publishes annually a report of all crimes occurring on campus. This report is distributed in the Quarterly Registration Packet.

AUSB Alumni Association

All graduates of Antioch University Santa Barbara are automatically considered members of the AUSB Alumni Association, who now number over 4,000. Our alumni are an important part of our educational network, providing enlightened leadership, professional services, and lasting engagement with the communities they serve. Our graduates also join alumni from the other Antioch University campuses and programs, reaching over 30,000 Antioch University Alumni worldwide. To keep in touch and hear about university news and upcoming events, alumni can join our Facebook page, AUSB LinkedIn, and follow us on Twitter, as well as visit us online at www.antiochsb.edu/alumni.

Antioch University Santa Barbara Campus Policies

Antioch Santa Barbara is designed for adult learners, most of whom have active professional and personal lives. Campus student life, therefore, is primarily focused in the classroom, which is where most student interaction occurs. Antioch is committed to ensuring a safe and supportive environment for the learning process. This involves creating a learning space in which instructors and students can explore and express ideas and points of view in the process of engaged learning. Fundamental to this learning process is a respect for difference. Because each adult brings very particular histories, experiences, and ways of knowing to the classroom, each student can benefit from an authentic interaction with another. Discussion and debate depend on an appropriate degree of respect for all persons involved and for the distinct experiences that they bring. Class discussions are not so much designed as opportunities for individual learners to demonstrate how much or what they know, but as environments for furthering the learning and understanding of the whole community. In order to achieve this sort of learning environment, students must recognize their responsibility for the success of the learning experience of the class as a whole. Active participation and respect for the learning environment are essential.

Rights and Responsibilities

Antioch Santa Barbara is an educational community committed to respect for the individual and shared responsibilities for the well-being of the community as a whole. Inherent in these ideals is the need to protect both the community and individuals members of the community as well as to provide a mechanism for due process. Students are expected to abide by the University's rules and regulations, uphold principles of academic honesty and integrity, and act in a fashion that preserves the rights of others. In addition, students in professional training programs are expected to follow the ethical code of their particular profession. When there are infractions of rules, regulations, and/or local, state, and federal laws, and when serious concerns arise, disciplinary actions may be taken. The procedures outlined below have been developed to address such situations.

Student Conduct

Students are expected to treat each other with

respect, to contribute to the learning community of the university, and to abide by all policies related to student conduct. MAE/TC students should consult the Student Teaching Handbook for issues related to student conduct in school placements. For graduate Psychology students, the Clinical Training Handbook includes professional codes of ethics governing work in clinical training placements; students are responsible for following these codes. Students in all programs may face sanctions including academic probation, conduct probation, suspension, and/or dismissal from the University for any of the following reasons:

- Forgery, altering University documents, or knowingly providing false information;
- Deception of the educational or administrative process of the University;
- Physical abuse or destruction of University property;
- Physical abuse, threat of abuse, or abusive behavior toward other students, University employees, and/or their families;
- Abusive or harassing emails or electronic postings directed at faculty, staff, or other students;
- Theft of University property;
- Use or sale of illegal drugs;
- Possession or use of explosives or deadly weapons on campus;
- Destructive behavior on University property;
- Repeated behavior problems that interfere with the functioning of classes, learning activities, or the University;
- Violation of University policies; or
- Any action that violates the purposes of the University or the rights of those who comprise the University.

Students suspected of committing any of the above violations of University policy will be accorded procedures consistent with the process outlined below before disciplinary action is imposed. When a violation has occurred, as soon as feasible and no later than 30 days after the final week of the term in which the incident occurred, the instructor or responsible administrative person notifies the student, the relevant Chair, and the Provost & VPAA or the President, depending on the nature of the infraction (e.g. the Provost & VPAA is notified regarding academic infractions and the President is notified regarding general student conduct issues). The Chair, Provost & VPAA, and/or President will investigate the case according to the following procedures:

- The Chair, Provost & VPA, or President will consult with appropriate parties, including the student and others including, but not limited to, the instructor, Chair or faculty, Provost & VPAA and/ or President.
- The student will be notified within 30 days of the outcome of the investigation. Disciplinary action may include probation, suspension, dismissal, and/or other sanctions.
- The student may within 10 days of notification present a written appeal of the decision of the Chair to the appropriate Administrator (Provost & VPAA or President), who will respond in writing within 30 days.
- The student may within 10 days of notification present a written appeal of the decision of the Dean to the President.
- The President will respond in writing within 30 days. The President's decision is final.

Policy on Academic and Ethical Standards in the Classroom

Intellectual Integrity

Strong standards of intellectual integrity form the basis for all academic inquiry at Antioch and are the direct responsibility of each member of this learning community. The faculty is genuinely interested in teaching students how to think clearly and to organize that thinking into appropriate forms of presentation. This includes ways to acknowledge and document the development of ideas that form the basis of student work.

Forms of Academic Dishonesty

Any form of academic dishonesty reveals a lack of personal and academic integrity and detracts from the quality of the student's learning and the

learning community as a whole. It is also a violation of University policy.

Plagiarism

Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are considered plagiarism. Extreme forms of plagiarism include submitting a paper written by another person or from a commercial source, or turning in a paper comprising selections from other sources without appropriate acknowledgement of those sources. Plagiarism is a violation of the principle of intellectual integrity and inquiry and, as such, is taken seriously when it occurs. If there is any question about the nature of plagiarism, students are encouraged to meet with their advisors or course instructors for clarification. Each program faculty also provides students with access to appropriate resources.

Other Forms of Academic Dishonesty

Academic dishonesty is any attempt to obtain credit for academic work through deceptive or dishonest means. Examples of academic dishonesty include but are not limited to the following:

- Submitting work previously used in another course without instructor permission,
- Using surrogates to prepare required course materials or acting as a surrogate, or
- Any act that defrauds the results of the academic process (e.g., misrepresenting what another faculty member or administrator has said in order to further one's own interest, such as bypassing a requirement).

Process

Should a faculty member suspect that a student has committed plagiarism or engaged in another form of academic dishonesty, the following steps will be taken:

- The faculty member will, either alone or in conjunction with the Program Chair, speak directly with the student and ask for sufficient relevant information to determine whether plagiarism or another form of academic dishonesty has occurred. For this reason, students are encouraged to keep all drafts and notes pertinent to the development of a paper until the paper has been reviewed and returned and credit has been awarded for the course.

■ If the faculty member feels that there is sufficient evidence to pursue a complaint of plagiarism or another form of academic dishonesty, a written record of the suspected violation will be submitted by the faculty member to the Program Chair, who will investigate the situation. If it is determined that academic dishonesty has occurred, academic sanctions will be imposed by the Chair in consultation with the faculty member. A written record of these sanctions will be maintained by the Chair, and a copy of these sanctions will be sent to the student. Additional administrative sanctions may be imposed, including but not limited to probation, suspension, and/or dismissal.

■ If plagiarism or another form of academic dishonesty has occurred and results in a "No Credit" for the learning activity, the Program Chair will place a written statement to this effect in the student's official academic record in the Registrar's Office, and the reason for granting "No Credit" will be noted in the narrative evaluation by the faculty member. Additional administrative sanctions may be imposed, including but not limited to probation, suspension, and/or dismissal.

■ A second confirmed incident of plagiarism or another form of academic dishonesty results in automatic dismissal from the University.

■ The student may appeal a determination of plagiarism or other forms of academic dishonesty to the Provost & VPAA under the appeal procedure described below.

Academic and Administrative Sanctions

One or more academic and administrative sanctions may be placed on any student who is considered in violation of any of these Academic and Ethical Standards. Academic sanctions include but are not limited to:

- requiring that inappropriately done assignments be redone
- assigning alternative or additional work that must be completed in order to obtain credit,
- denying credit on the particular assignment,
- denying credit for the course.

Administrative Sanctions include but are not limited to:

- Probation

- Suspension

- Dismissal

Probation is defined as a specified amount of time during which the student's status is conditional. Conditions may include but are not limited to: successful completion of all coursework without any Incomplete or No Credit evaluations; registration limited to half-time enrollment or other specific registration status; specified courses students must successfully complete during particular terms; specified meetings with a writing tutor; loss of specified privileges commonly associated with student status; continued probationary status. See also the section on Academic Probation.

Suspension is defined as a separation of the student from student status. The student may be eligible to return, however, conditions for this may be specified by the institution. No credit will be awarded to the student under this status. Suspensions are set for a particular length of time dependent on the nature of the offense. Additional information may be requested from the student before the exact suspension duration is determined. Suspensions are noted on the student's formal transcript.

Dismissal is defined as an institution-initiated, permanent withdrawal of the student from student status. A dismissal from the University is noted on the student's formal transcript.

Appeal Procedure

Within 10 days of receipt of notification of sanctions being imposed due to a violation of the Policy on Academic and Ethical Standards in the Classroom, a student who believes that s/he has grounds for appealing a Program Chair's determination of a violation of the Policy may present a written letter of appeal to the Provost & VPAA. The Provost & VPAA will investigate the appeal, convene an Academic Review Committee as an advisory committee if deemed appropriate, and provide a written ruling within 30 days. The decision of the Provost & VPAA is final in regard to violations of the Policy, including but not limited to incidents of plagiarism and other forms of academic dishonesty.

Professional and Ethical Standards in Clinical Training and Student Teaching

Antioch takes seriously students' ethical obligations in clinical traineeships, internships, and student teaching. Students in clinical training settings are

subject to Antioch's clinical training oversight and ethical standards whether or not they are earning credit in a given quarter. They are expected to observe basic ethical principles, for example, by representing honestly one's qualifications and hours worked.

PsyD student trainees are governed by ethical standards for psychologists published by the American Psychological Association. In other aspects of their work (research, for example) students are likewise expected to adhere to APA standards. Students are responsible for familiarizing themselves with these standards and adhering to them.

MACP student trainees are governed by ethical standards for counselors and therapists published by the American Psychological Association, the Board of Behavioral Sciences (BBS) and the California Association of Marriage and Family Therapists (CAMFT). The current CAMFT Ethical Standards are reproduced in the Clinical Training Handbook. MACP students are responsible for familiarizing themselves with these standards and adhering to them.

Questions that arise about PsyD and/or MACP students' ethical conduct in clinical training work are addressed through the following procedure. The Director of Clinical Training in the respective program (PsyD or MACP) speaks with the involved student to obtain pertinent information and also consults with any other parties who can provide information about the situation. The Director of Clinical Training recommends to the Program Chair a course of action to be taken. The Program Chair reaches a decision that is then communicated to the student in writing. If the alleged ethical violation is substantiated, a record of the violation is placed in the student's file. Consequences may include a loss of credit for the traineeship, academic probation, or other consequences up to dismissal from the degree program (MACP or PsyD).

MAE/TC student teachers must conform to ethical conduct of the profession as well as perform acceptably for their classroom placement. When a university supervisor or a cooperating teacher expresses concerns, the following procedure is followed. The Director of Student Teaching is notified, and a three-way conference between the supervisor, student teacher, and cooperating teacher is held. During this conference, a Problem Identification Form is used to state the offending behaviors and establish specific behavioral goals for improvement. A date is determined by which the student teacher must have met the stated goals or have made adequate progress toward them.

Communications between all parties is ongoing, and the Director of Student Teaching makes a final determination about the student's continuation in student teaching. The Program Chair is consulted, and the Chair determines if the Problem requires action to counsel the student out of either the program or the teaching profession.

The student may appeal a decision and/or a sanction to the Provost & VPAA, and if dissatisfied may appeal to the President.

Confidentiality of Student Information

The Family Educational Rights and Privacy Act (FERPA) of 1974, and as amended, provides access for students to information about themselves, permits students to challenge information maintained as University educational records, and limits release of information without student consent to those individuals defined as having a legitimate educational interest. Student records are confidential. They are open only to the following:

- the student;
- faculty and staff who must see the records in order to perform their jobs;
- appropriate State and Federal agencies who, under the law, are entitled to have access to University records;
- other institutions, in connection with an application for or receipt of financial aid;
- accrediting associations in the performance of their accrediting functions; and,
- those with a judicial order or subpoena, if the student is notified of the order of subpoena before Antioch complies with it.

For all other parties or agencies, the Registrar releases only directory information, as the term is defined in FERPA. Directory information includes name, address, telephone, dates of attendance, degrees received (if any), date of graduation or date of withdrawal unless the student requests the release of other information in writing.

All former and current Antioch students have the right to inspect and review official University files, records, and data that directly relate to themselves, with these exceptions:

- Confidential information on letters of recommendation placed in a student's file before January 1, 1975;
- Confidential parental financial information;
- Unofficial personal notes or comments of individual faculty members or administrators that they maintain separately.

Further details about FERPA, including the right to inspect and review records, rights and procedures related to non-disclosure of directory information as defined by FERPA, the right to amend records the student considers inaccurate or misleading, and the types of records kept by Antioch University Santa Barbara and their locations and Custodians, may be obtained from the Registrar. Note: Students who graduated or withdrew from an academic program prior to July 1, 1985 have their records archived in the Office of the Registrar at Antioch College located in Yellow Springs, Ohio. The Associate Registrar for University Services in the Office of the Antioch College Registrar acts as custodian of these records.

Antioch University **Policies, Regulations &** **Procedures**

Discrimination Policy

Antioch University reaffirms that it is the intent of the institution to create an atmosphere free from discrimination related but not limited to gender, ethnicity, race, sexual orientation, religion, physical disability, and/or age. Students who feel they have been subject to such discrimination have several options. The student may choose to talk informally with the person perpetrating the discrimination in the hopes of stopping the behavior. The student may choose to discuss the issue with an Antioch faculty or staff member. An Antioch employee with whom a student speaks about an act of discrimination is legally required to inform the University administration. In addition, the student may contact the Dean of Academic Affairs directly and may file a formal complaint. The Dean will respond to the complaint promptly and equitably. The rights of confidentiality of all parties will be respected in so far as possible. There will be no reprisal or retaliation against individuals for bringing complaints of discrimination or reprisal against any individual accused and found not in violation of this policy. An individual found in violation will be subject to appropriate sanctions depending on the circumstances, from a warning up to and including dismissal from the University and/or termination of employment.

Dual Relationships Policy

Dual relationships between students and faculty/staff/administrators are potentially problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. Dual relationships include, but are not limited to, business associations, consensual sexual relationships, and psychotherapeutic relationships. These dual relationships are particularly problematic when either party is in a position to evaluate the other's academic or professional performance, or to exercise judgment in the application of a university policy or procedure. If an evaluative relationship exists between a student and a faculty/staff/administrator and if a dual

relationship is entered into by a

faculty/staff/administrator with a student during this period, the faculty/staff/administrator will be considered to have seriously breached professional ethics and standards of appropriate conduct and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination. If a dual relationship exists prior to either party entering the learning environment, it is the responsibility of the faculty/staff/administrator to take steps to ensure that neither party has an official evaluative relationship with regard to the other, and to inform his/her supervisor of the relationship so that work assignment may be made in such a way as to avoid compromising the learning environment. Failure to appropriately acknowledge dual relationships will be considered a serious breach of personal and professional ethics and standards of conduct and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination. In cases of dual relationships involving students and faculty, the Dean of Academic Affairs or designee will review the circumstances and will make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the President. In cases of dual relationships involving students and staff/administrators, the President or designee will review the circumstances and will make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the University Chancellor.

Sexual Offense and Sexual Harassment

Antioch University Santa Barbara is committed to creating and sustaining a university environment in which students, faculty, staff, and administrators can study and work in an open atmosphere, free

from sex discrimination in the form of sex-related offenses including sexual harassment.

In addition to possible criminal prosecution, sexual offenses prohibited under Antioch University's Sexual Offense Policy may result in sanctions up to and including expulsion and/or termination of employment. These offenses include: rape (non-consensual penetration), sexual assault (non-consensual sexual conduct), and sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal, graphic or physical conduct of a sexual nature, when submission to such conduct is made either an implicit or explicit condition of a student's status and/or evaluation or when such conduct has the purpose of creating an intimidating, hostile or offensive environment for the student.

Students who feel they have been the victim of a sexual offense have several options within Antioch's internal grievance procedure. Individuals also may use any of these options even if they themselves were not the target of the sexual offense. Antioch encourages individuals involved to attempt to resolve the conflict between themselves first. Students may also choose to speak with someone in Antioch management, such as a Faculty Member, Program Chair, Registrar, Provost & VPAA, or the President. These individuals have an obligation to report the complaint to the Provost & VPAA. Although obligated to investigate the complaint, Antioch University will handle these cases exercising discretion so as to respect the privacy of all parties involved.

Students may also contact the Provost & VPAA directly. All sexual offense complaints made to the Provost & VPAA will be responded to promptly and equitably. Individuals who make a complaint orally will be assisted in putting the complaint into written form. All formal, written complaints will be investigated fully. Except in circumstances requiring some form of exigent response, a formal written determination will be made within 10 working days. If it is determined by the Provost & VPAA that more time is needed, a determination will be made within 20 working days after that. Students making a complaint are advised of the importance of preserving evidence and providing documentation as may be necessary to the proof of a criminal sexual offense. In the course of the investigation, the accuser and the accused are entitled to the same opportunities to have others present during any investigatory or disciplinary proceedings. The accuser and the accused shall be informed of the outcome of any campus

disciplinary proceeding brought alleging a sexual offense. If the complaint can be substantiated, appropriate disciplinary action based on a range of options will be taken. An individual found to be in violation of the University's Sexual Offense Policy will be subject to appropriate sanctions depending on the circumstances, from a warning in her/his file, up to and including termination for employees and dismissal from the University for students. An individual found to be the target of a sexual offense committed by a University member will be assisted in obtaining counseling or other services if so requested by the victim and if such services are reasonably available. The Provost & VPAA has the authority to make the determinations regarding both sanctions against the offender and services provided to the victim. Appeal of the Provost & VPAA's determination may be made to the President.

The rights of confidentiality of all members of the University community will be respected insofar as possible. It is the University policy and California state law that no individual will be subject to retaliation for opposing sexual offenses, filing a complaint, testifying, assisting, or participating in any manner in an investigation.

Grievance Procedures

If a student believes s/he has been treated unfairly by a member of the faculty, a grievance procedure exists through which redress may be sought.

For grievances concerning the faculty, the student is first expected to work with the faculty member in an attempt to resolve the grievance. If the grievance is not resolved, the student may present a written complaint to the Program Chair. This complaint must be filed within one quarter (three calendar months) of the occasion of the grievance. If the student is on leave during the quarter, the complaint must be filed during the quarter in which s/he returns. The Program Chair will investigate and attempt to resolve the situation. The Program Chair will communicate her/his ruling to the student and faculty member in writing within 30 days. Should any party to the grievance feel this resolution to be insufficient, a written complaint should be directed to the Provost & VPAA within 10 days. The Provost & VPAA will investigate and provide a written ruling within 30 days.

For grievances concerning the content or process of evaluations of student academic work, the Provost & VPAA's decision shall be final. However, for any other grievances against faculty, the Provost & VPAA's decision may be appealed to the President, if any party to the grievance feels the resolution is insufficient. Written appeal to the

President must be made within 10 days; the President will investigate and provide a written ruling within 30 days. This decision will be binding and final.

Minors on Campus Policy

Antioch University is a family friendly campus and understands that parents may face challenges in balancing child-care and work or schooling. While Antioch supports the challenges of adult learners and working parents, the option of bringing minors to campus on an ongoing basis is not considered an alternative to regular childcare arrangements and is not allowed. Several concerns and liabilities require the following University policy regarding Minors on Campus.

■ Antioch University is an adult educational environment in which discussion is central to learning. Our contractual obligation with students is such that we must provide that environment. The presence of minors in the classroom environment violates the express contract we have with each student. Therefore, minors are not allowed in the classroom.

■ Due to safety concerns, insurance liability and past disruption of academic activities, Antioch University does not allow unsupervised minors on campus. For example, when students drop off or pick up forms or other documents, check their mailboxes, or meet with staff or faculty, they should not leave their minor children unattended in any area or department on campus. Employees should never be asked to watch minors. Campus property includes classrooms, administrative offices, computer labs, student lounges, parking lots, balconies, courtyard areas and/or any facility under the contractual obligation and supervision of Antioch University Santa Barbara. Likewise, minors must not be left alone in parked vehicles.

■ Minors are not allowed in the computer lab (Technology Classroom) under any circumstance and are not allowed to use student computers. The computer lab is a service to students, not a public space, and it is not an appropriate environment for minors (e.g. due to internet access issues).

■ Individual adults found to be in violation of this policy will be asked to leave campus. Repeated violations will result in disciplinary action, which may include probation, suspension, or dismissal/expulsion.

Electronic Use Policy

Antioch University (AU) values technology as a means of communicating information and ideas to the AU community and the world. In keeping with AU's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources. This document articulates the AU Policy on Acceptable Use of Electronic Resources, provides example violations, and outlines procedures for reporting policy violations. This policy applies to use of all electronic resources owned, managed, or contracted by AU including:

■ Networks - The complete mechanism by which computers and peripherals are connected including connections to the Internet.

■ Computers – All computers including desktop and laptop computers assigned to individuals or

■ available for shared use, and computers that are used for hosting applications and/or data in a

■ central location (commonly referred to as servers),

■ Software – Any software whether it is loaded on a desktop or laptop computer or on a server.

■ Data – Any data stored on the networks or computers described above, or data owned by AU stored on portable devices or other media.

This policy applies to all users of electronic resources owned, managed, or contracted by AU including, but not limited to: AU faculty and visiting faculty, staff, students, external persons or organizations and individuals accessing external network services, such as the Internet and Intranet. Access to computing resources and network capacity is a privilege generally available to all AU faculty, staff, and students. Access may also be granted to individuals outside AU for purposes consistent with the mission of AU; however, there will be no anonymous access allowed to any electronic resources.

Students are given access to computing resources (e.g. Email account, learning management system account) when they have applied and have been accepted at AU and their status has been entered into Datatel. Student access is revoked when they are no longer a student, except when a student graduates. Alumni access to Email accounts will not be revoked. The above paragraphs are the general rules for granting access to AU computing

resources. More specific rules may be found within Policies or Procedures dealing with specific resources (e.g. the Email policy). There may also be exceptions to the general rules which will be handled on an individual basis, for example where people need accounts created before their status has been entered into Datatel.

General Policies:

- While the use of AU electronic resources may be a requirement for coursework and work, access and use may be restricted or revoked in cases of misuse or repeated abuse.
- AU reserves the right to limit access to its electronic resources when applicable AU policies, state and/or federal laws or contractual obligations are violated.
- AU does not, as a rule, monitor the content of materials transported over AU's network or information posted on AU owned computers and networks, but reserves the right to do so. Although AU does not typically block access to online content, it reserves the right to do so in cases where online content or activity diminishes the capacity of the AU network, where there is a threat to AU or its core academic mission, or where there is a reasonable cause to suggest a
 - violation of AU or campus policy.
- AU provides reasonable security against intrusion and damage to files stored on the central computing facilities, but does not guarantee that its computer systems are secure. AU is not responsible for unauthorized access by other users, nor does AU guarantee protection against
 - media failure, fire, floods, or other natural or man-made disasters.

Censorship

Free expression of ideas is central to the academic process. AU computer system administrators will not remove any information from individual accounts unless the system administrator finds one or more of the following:

- The presence of the information involves illegality (e.g., copyrighted material, software used in
 - violation of a license agreement).
- The information in some way endangers computing resources or the information of other users(e.g., a computer worm, virus, or other destructive program).

- The information is inconsistent with the mission or policies of AU.
- The information involves the use of obscene, bigoted, or abusive material, or is intended to
 - harass or defame another individual.
- Users whose information is removed will be notified as soon as is feasible, unless such notice is contrary to the interests of AU.

Institutional Purposes

AU electronic resources and network capacity are provided for purposes related to AU's mission of education, research, and public service. All users will access electronic resources and network capacity primarily for purposes related to studies, instruction, the discharge of duties as employees, official business with AU, and other AU sanctioned activities. Incidental personal use of electronic resources and network capacity is allowed only if that use does not interfere with the primary purpose of the system, does not interfere with the individual's primary job function, and does not cause any appreciable additional or direct cost to AU. The use of AU computing resources and network capacity for personal monetary gain or commercial purposes is not permitted without prior written permission from the Vice-Chancellor for Administration/CFO.

Security

The user is responsible for maintaining the security and confidentiality of information stored on relevant systems and computers. For example:

- Computer accounts, passwords, and other types of authorization assigned to individual users
 - should not be shared with others.
- The user should select account passwords that cannot be easily guessed or "cracked".
- Passwords should be changed regularly or immediately if the user feels the password may have been compromised.
- For sensitive information on computers and systems, the user should supplement security with additional passwords or encryption.
- The user should be aware of computer viruses and other destructive computer programs, and take steps to avoid them or passing them on to others.

Portable electronic devices such as laptops, PDAs or flash drives should not be used for storing

confidential information about individuals (especially social security numbers) unless that information is encrypted.

Lawful Usage

Computing resources and network capacity may not be used for unlawful purposes. Examples of unlawful purposes include but are not limited to:

- Intentional harassment of other users.
- Intentional destruction of or damage to equipment, software, or data belonging to AU or other users.
- Intentional disruption or unauthorized monitoring of electronic communications.
- Unauthorized copying of copyrighted material.

Ethical Usage

Computing resources and network capacity should be used in accordance with the high ethical standards of the AU community. Examples of unethical use, some of which may also be unlawful, include but are not limited to:

- Violations of computer system security.
- Unauthorized use of computer accounts, access codes, or network identification numbers assigned to others.
- Intentional use of computer systems in ways that unnecessarily impede the computing activities of others (e.g. randomly initiating interactive electronic communications or e-mail exchanges, or overuse of interactive network utilities).
- Use of computing facilities for private business purposes unrelated to the mission of AU or University life.
- Academic dishonesty (e.g. plagiarism, cheating).
- Violation of software license agreements.
- Violation of network usage policies and regulations.
- Violation of another user's privacy.

Facilitative Usage

AU computer users can facilitate computing in the AU environment in many ways. Collegiality demands the practice of facilitative computing.

Users should practice good stewardship of resources in the following ways:

- Regular deletion of unneeded files from workstations and systems.
- Refraining from overuse of connect time, information storage space, printing facilities, or processing capacity.
- Refraining from overuse of network capacity.

Copyrighted Material and File Sharing

AU's systems and networks cannot be used to copy, store, display, or distribute copyrighted material in any medium, or to prepare derivative works of such material, without the express permission of the copyright owner, except as otherwise allowed under copyright law. In addition to sanctions by the institution, copyright violators could be subject to felony charges under state and federal law and may be sued by the copyright holder.

Under copyright law, unless you have express permission from the copyright holder to engage in the copying, downloading, and sharing of files, you are in violation of the law. Peer- to- peer programs have no provision to acquire permission. In practice, therefore, the use of peer- to- peer programs for downloading music and movies may put users in violation of AU's policy and the law.

AU does not intend to block peer-to-peer file sharing programs, nor does it monitor the content of network traffic. However, Information Technology Services (ITS) does monitor traffic patterns in order to guarantee acceptable network performance for all users. If ITS becomes aware of policy violations or illegal activities in the course of investigating network congestion or determining problems, it will investigate by inspecting content stored or shared on its network.

This policy also prohibits activities that interfere with the ability of others to use AU's computing resources or other network-connected services effectively. This may apply to peer-to-peer file sharing programs irrespective of copyright violations, as these programs consume huge amounts of network resources.

Sanctions

Violation of the policies described above for legal and ethical use of computing resources will be dealt with seriously. Violators will be subject to the normal disciplinary procedures of AU. The loss of computing privileges may result. Illegal acts involving AU computing resources may also be subject to prosecution by state and federal authorities.

Reporting and Response to Violations

Members of the AU community who believe they have witnessed or been a victim of a violation of the AU Policy on Acceptable Use of Electronic Resources should file a complaint with the appropriate AU office as follows:

- Students and faculty members should report suspected violations of this policy to the VPAA & Provost on their campus.
- Staff should report violations to their supervisor.

If the campus President determines that a violation may have occurred, the circumstances should be reported to the Chief Information Officer (CIO). The CIO will consult with the Vice Chancellor for University Academic Affairs and/or the Vice Chancellor and Chief Financial Officer to determine whether or not a violation has occurred and the appropriate response in accordance with AU's established policies and procedures.

Review Schedule

This policy will be reviewed annually by the Office of the Chief Information Officer.

Human Subjects Review Policy

Antioch students regularly engage in research projects as part of their degree programs. The Institutional Review Board (Human Subjects Committee) is responsible for reviewing all research protocols that involve the use of human subjects. The Institutional Review Board is charged with implementing University policies that are based on federal regulations and State laws.

The Institutional Review Board works to maintain the federal assurances that govern the use of

human subjects in research conducted by Antioch University Santa Barbara faculty and students, handles special problems, and participates in audits. Faculty and students wishing to conduct research with human subjects should contact the Provost & VPAA's Office for policies and procedures.

Disability Support Services Policy

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. Antioch University is committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

The Board of Governors of Antioch University adopted a Disability Support Services Policy for all Antioch University campuses including AU Santa Barbara. The policy is posted on the Antioch University Santa Barbara website at http://www.antiochsb.edu/PDF/Antioch_University_Disability_Support_Services_Policy.pdf. The policy contains the current title and contact information for each campus' disability compliance coordinator and information about the University's grievance procedure.

Degree Programs



Bachelor of Arts in Liberal Studies

Since its inception in 1977, the Antioch University Santa Barbara Bachelor of Arts degree program has been academically rigorous and intellectually challenging. AUSB's program provides a liberal education in which adult students engage in a wide range of learning activities.

Liberal arts education has a long history as a concept and as a social and political force in Western society. Its changing definitions reflect the interests and goals of particular groups over time.

The BA degree in Liberal Studies provides the student with a modern liberal arts education to broaden her/his understanding of self, world and contemporary issues. The AUSB BA Program 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.

AUSB adheres to the principles of a modern liberal arts education as outlined by the American Association of Colleges and Universities (AAC&U). In particular, the BA Program is aligned with the following Essential Learning Outcomes of (found at www.aacu.org):

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills, including: inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving
- civic knowledge and engagement, both local and global
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning
- integrative and applied learning, through synthesis and advanced accomplishment across general and specialized studies

Academic work takes place in classes, independent studies, online and community

settings. The curriculum promotes development of such skills as critical thinking, effective communication, problem solving, and ethical reasoning.

BA students put theoretical learning into practice through a wide variety of experiential learning opportunities. Experiential learning is woven into every course but students can further develop their skills through internships, practicums, independent studies and service learning in the community. AUSB students routinely secure internships in schools, health agencies, art organizations, businesses, senior centers, environmental organizations, advocacy groups, and other community settings. Many students earn credit through new learning in their present employment settings.

AUSB students have the option of earning college-level credit for learning done outside of college through documenting Prior Experiential Learning. AUSB adheres to the standards recommended by the Council for Adult & Experiential Learning (CAEL) found at www.cael.org.

The BA Program is a degree completion program designed for adults who have already completed a substantial amount of college work elsewhere. Students enter AUSB with a minimum 45-quarter (30 semester) units or more in transfer, and up to a maximum of 120 quarter (80 semester) units from an accredited community college or 4-year college or university. Depending on how many units students have upon transfer, they can complete their BA degree at AUSB in as little as one year.

Intellectually and personally challenging, this is a program where learning is attractive, interesting, relevant and satisfying. Because students can earn credit for some forms of learning acquired in work or community settings, many can complete their degree requirements faster than at a traditional institution. Students in the BA Program find AUSB particularly appropriate for their needs. This is a program that respects adult students' process of learning. Instructors are mentors as well as teachers. Small classes emphasize lively discussion and practical application of theories and concepts to students' everyday concerns. Most

faculty members are active in the community, doing the kind of work students seek for themselves. All learning activities are designed to develop skills in critical thinking, research, and communication that will be useful in a variety of real world situations.

All of AUSB BA graduates are prepared to step confidently into their chosen professional field with leading-edge knowledge and skills. AUSB offers regular career planning assistance to students through an academic course taught by a professional career advisor.

Many AUSB BA students plan to go on to graduate school and our students have gained admission to graduate programs at many of the most prestigious colleges and universities in the United States, including medical and law schools. Many students find their Antioch experience so satisfying that they choose to continue their studies in Antioch University's own graduate programs in management, psychology, and education at any of the five campuses across the country.

The Mission of the Undergraduate Program at AUSB

AUSB offers students a Bachelor of Arts degree in Liberal Studies that produces globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered, contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

The undergraduate program at Antioch University Santa Barbara provides an innovative, student-centered, modern liberal arts education. Through the integration of academic and experiential learning, AUSB students acquire key intellectual tools designed to increase personal awareness, foster individual and social creativity, and encourage professional development and socially responsible thought and action.

The Core Purposes of the Undergraduate Program at Antioch University Santa Barbara are infused throughout the academic curriculum, reflecting the intention of the faculty to provide a broad, meaningful and well-balanced education. These core purposes include:

- critical and creative thinking
- effective communication

- global and intercultural awareness
- holistic personal development
- competence for professional pursuits
- praxis for social justice

Praxis for Social Justice

Antioch's longstanding tradition of blending diverse classroom experience with field-based learning fosters creativity and self-empowerment, while promoting independent thinking and a commitment to social change through a process we call *Praxis for Social Justice*.

The extension of social justice across society has been among the most central aims of an Antioch education since its founding in 1852. The AUSB Undergraduate faculty believe a just and equitable education should serve to enhance the lives of those directly receiving the education, and encourage a society where all members have the same basic rights, security, obligations, and opportunities.

Education is a continuing reconstruction of knowledge and experience in which both its process and goal are one and the same. Learning achieves its value when it is translated into modes of action which are beneficial to society. Thus, the mission of Antioch's BA Program, as described above, is approached through an experiential blend of theory and practice we term *Praxis for Social Justice*.

Praxis for social justice is a cycle of action, reflection, and transfer, wherein cultural differences are understood and valued, where human dignity, the earth, and future generations are respected, and all are encouraged to participate in bringing about a more equitable and compassionate world.

Characteristics of praxis include intellectual integrity, self-determination, positive intentionality, creativity, and rational approaches to learning and understanding. Thus, *Praxis for Social Justice* is the process by which one's learning in the classroom is tested in daily life and becomes an integral component of lived experience. It is the unifying principle that informs the Core Purposes of the Undergraduate Program and all curriculum. Praxis is achieved as students become increasingly fluent in the essential competencies for each Core Purpose, described in detail below.



AUSB Core Purposes for the BA Degree

Critical and Creative Thinking

Critical and creative thinking are the necessary thought processes of an effective thinker who uses divergent and convergent thought patterns to arrive at an appropriate conclusion in a given situation. This objective cultivates students' skills in reaching conclusions founded on their examination of a variety of authorities within and across various disciplines and with engaging in innovation and risk taking.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students develop an appreciation of the complexities and nuances of problems under investigation by examining the historical, social, and political contexts in which the problem emerged. Core competencies include: explanation of issues, evidence, influence of context and assumptions, student's position, and conclusions and related outcomes.

Advanced-level indicators are:

- Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
- Viewpoints of experts are questioned thoroughly.
- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

- Specific position (perspective/thesis) is imaginative, taking into account complexities of an issue.
- Limits of position (perspective/thesis) are acknowledged.
- Others' points of view are synthesized within position (perspective/thesis).
- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and placement of evidence and perspectives discussed in priority order.

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Core competencies include: acquiring domain-specific skills, taking risks, solving problems, embracing contradictions, and innovative thinking.

Advanced-level indicators are:

- Evaluates creative process and product using domain-appropriate criteria.
- Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
- Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.
- Integrates alternate, divergent, or contradictory perspectives or ideas fully.
- Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms.

Effective Communication

Communication is the co-creation of meaning focusing on how people use content to generate understanding within and across various contexts, cultures, channels, and media. It always includes a communicator, an audience, a subject, and a situation. Effective communicators create a purposeful message designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Effective communicators understand their own style and the necessity of adapting that style to the needs of their audience, as the goal of communication is shared meaning.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles, and using different technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Core competencies include: context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.

Advanced-level indicators are:

- Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
- Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
- Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.
- Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
- Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Core competencies include: central message, organization, language, delivery, and supporting material.

Advanced-level indicators are:

- Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)
- Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
- Language choices are imaginative, memorable, and compelling, and enhance the

effectiveness of the presentation. Language in presentation is appropriate to audience.

- Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.

Global and Intercultural Awareness

Global & Intercultural Awareness is a collection of skills that promote effective interaction in a variety of cultural contexts. Global awareness is an understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them. Intercultural awareness is knowledge of and sensitivity to diversity in all its forms, including the variety of factors that shape culture including worldview, communication, cultural rules, and personal biases. Core competencies include: global awareness, cultural worldviews, diversity, communication, and cultural openness.

Advanced-level indicators are:

- Demonstrates sophisticated understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them (*influential elements include economy, political decision-making, ideology, environment, and technology*).
- Demonstrates sophisticated understanding of the complexity of elements important to members of another culture (*elements important to another culture include its history, values, politics, economy, communication styles, beliefs, traditions, and practices*).
- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity (*the recognition of differences and commonalities among people including: nationality, race, ethnicity, religion, age, gender, culture, cognitive ability, life experiences, and sexual orientation*).
- Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences (*e.g., degree to which*

people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).

- Articulates insights into own cultural rules and personal biases. Initiates and develops interactions with culturally different others. Suspends judgment in valuing interactions with culturally different others.

Holistic Personal Development

Holistic personal development is the multifaceted process of becoming self-actualized. It involves all aspects of the self-including the physical, mental, emotional and spiritual and includes taking personal responsibility for one's own learning and development through a process of assessment, reflection, and action. Adult learning and personal development are interrelated experiences as learning promotes development, while development encourages further learning. Core competencies include: self-awareness, integrity, reflection, personal accountability, and ethical analysis and behavior.

Advanced-level indicators include:

- Analyzes both core beliefs and the origins of the core beliefs leading to greater depth and clarity. Consistently explores physical, mental, emotional and spiritual aspects of self.
- Consistently demonstrates alignment between personal values, words and actions. Always acts with integrity.
- Envisions and articulates a future self, building on past experiences that have occurred across multiple and diverse contexts.
- Designs and implements a plan to move into that vision.
- Consistently takes responsibility for personal actions and own response to experiences. Rather than blame others, consistently seeks to understand own contribution to aid further growth.
- Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the issues. Consistently engages in ethical behavior.

Competence for Professional Pursuits

Competence for professional pursuits is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations beyond the classroom into a professional field. Students

explore the central knowledge, skills, and professional conduct of their chosen field or profession to prepare for engagement in meaningful and socially responsible work. Core competencies include: connections to experience, knowledge of discipline, synthesis, transfer, and professionalism.

Advanced-level indicators are:

- Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to deepen understanding of fields of study and broaden own points of view.
- Demonstrates sophisticated understanding of the theories/ concepts/frameworks core to the field of study. Demonstrates advanced level competence of skills/practices core to the field of study.
- Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
- Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
- Consistently demonstrates professionalism (*e.g., punctual, attentive to detail, considerate*) in academic work and conduct.

Praxis for Social Justice

Praxis for social justice combines learning and doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior through civic engagement. This objective advances critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Praxis for social justice includes developing the commitment, skills, and knowledge necessary to contribute to the on-going work for justice through activism and engagement that embraces local and global communities. Core competencies include: analysis of power and oppression, extension of knowledge, understanding of intersectionality, civic identity and commitment, social action and reflection.

Advanced-level indicators include:

- Demonstrates sophisticated understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.

- Connects and extends knowledge (facts, theories, etc.) from one's own academic study to civic engagement and to one's own participation in civic life, politics, and social justice work. Seeks out and attends to underrepresented voices.
- Demonstrates sophisticated understanding of the diversity of communities and cultures, frequently drawing connections between different forms of oppression (e.g., *the locus of multiple identities such as race, gender, class, sexual orientation, etc.*).
- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to the social good.
- Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

The Tripartite Model

Antioch University's tripartite model of academic excellence, experiential learning and community service is manifested in the undergraduate program with three distinct yet related learning activities that students pursue: Classroom Learning, Outside Learning Activities, and Prior Experiential learning.

Learning Options

AUSB is on the ten-week quarter system. Classes, all upper-division, meet face-to-face, online, or a combination thereof in a hybrid model. Face-to-face classes meet once a week for three hours and extend over 10 weeks. Online classes meet entirely in the "virtual classroom" over a 10 week period. Hybrid classes include some face-to-face meetings in combination with coursework done online.

AUSB adheres to the Carnegie Foundation's definition of a student credit hour. For every hour spent in contact with the instructor, whether face-to-face or online, students are expected to spend approximately two hours per week of non-classroom learning such as field work, data collection, reading and/or writing. Most courses are three units, with the exception of seminars, and students receive 3 hours per week of contact time with the instructor for 10 weeks.

Seminars are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars extend 8 to 10 hours,

in a one or two-day time period. Between 23-25 hours of non-classroom learning are also expected. Some seminars may require papers whereas others may require more reading or an experiential project. The instructor determines what the assignments may be and when the work is to be submitted. Most seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

Outside Learning Activities

Internships, practica, independent studies, and concurrent learning allow students to:

- obtain learning experiences unavailable at AUSB central to her/his educational goals;
- pursue a topic in greater depth than a classroom setting allows; and,
- put theoretical learning into practice outside the University setting.

Internships and practica are field-based learning activities that take place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship/practicum supervisor. It is important to note that unlike internship placements at the Master's level (which have the purpose of professional training), BA internships and practica focus on five primary goals:

- to allow students to provide service to the community;
- to provide students opportunities to apply classroom learning to community problems;
- to allow students to learn new theoretical ideas in experiential contexts;
- to expose students to "real-life" social conditions of various work places and populations; and,
- to give students the opportunity to explore particular work roles and settings in order to make better career choices.

Independent Study is an activity in which the student pursues specific reading, writing, experiences and/or competencies on her/his own, based on a contract established in advance with the evaluator.

Concurrent Learning refers to a course taken at another institution and transferred to Antioch.

Prior Experiential Learning

Prior Learning is college-level learning that took place (1) outside accredited college classes; and (2) before enrollment at Antioch. Students sometimes confuse an internship or independent studies with Prior Learning. Internships, independent studies, and concurrent learning take place *during* the student's residency at Antioch, whereas Prior Learning took place *before* the student entered Antioch (even though it is being reconstructed, documented and credited "now"). Most adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities. Crediting Prior Learning is based on the assumption, increasingly accepted in higher education, that a great deal of college level learning that takes place in adult life experience is as valid as traditional classroom learning. Prior Learning is also more likely to have been applied in real-life situations, leading to fuller understanding and longer retention of what was learned.

Students who plan to document prior learning for credit are required to take a non-credit workshop entitled "Prior Experiential Learning Workshop" before beginning the documentation process. (See "BA Course Description" section for a full description of this workshop).

AUSB adheres to the standards recommended by the Council for Adult & Experiential Learning (CAEL) found at http://www.cael.org/standards_assessing_learning.htm. Prior Experiential Learning is limited to a maximum of 45 quarter units. A maximum of 3 quarter units may be awarded to any one Prior Experiential Learning activity.

Degree Completion at Local Community Colleges

Antioch University Santa Barbara has entered into articulation agreements with local Community Colleges to offer BA degree completion programs on the Community College campus. This is known as the "Bridge to Antioch Program" whereby students may complete and transfer up to 80 lower division semester units (120 quarter units) and complete the remaining 40 semester units (60 quarter units) through AUSB. This program is currently underway with Allan Hancock College in Santa Maria, Santa Barbara City College, Ventura College, Oxnard College, Cuesta College and Moorpark College.

Degree Requirements

Because each Antioch BA student's educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations class and the reader distributed in that class also help students understand and plan how to fulfill these requirements. In this section requirements are first listed, then explained in more detail.

1. Unit Requirement: 180-200 quarter units overall.

2. Residency Requirement (two parts):

A) Four full-time quarters of residency (or the equivalent in half-time quarters). This requirement is sometimes reduced for students with more than 135 units of applicable transfer credit of which 15 units must be 30 upper division units.

B) A minimum of 36-quarter units completed during residency at Antioch.

3. Upper Division Requirement:

At least 60 upper-division units (of Antioch course units, transfer credit, and/or prior learning units)

4. General Studies Requirement (two parts):

A minimum of 100 units in General Studies with required Core Courses including;

- LBS 302 Educational Foundations (taken first term)
- COM 310 Academic Writing (taken first term)
- LBS 303A Service Learning in the Community
- LBS 389 Research Methods and Statistics
- Ethics course (choice from approved list)
- Global and Intercultural Awareness (choice from approved list)
- LBS 308A Capstone class requirement (taken final term)

5. Major Area of Concentration Requirements:

A Major Area of Concentration must have a minimum of 30 units and may not exceed 60 units.

6. Other Requirements for BA Planning:

Several other requirements apply for BA Program planning:

- A) No more than 24 units may be evaluated by a single evaluator.
- B) No more than 20 units may be earned in any

single outside setting such as an internship site.

- C) No more than 3 units may be included in any one Prior Experiential Learning activity.

Prior Learning is limited to a total of 45 units. There can be no exceptions to this regulation. Periodic reviews of Prior Learning proposals, documentation, and evaluations to ensure compliance with Antioch's policies are conducted by the Program Chair or her/his representative.

Residency

There are two parts to the BA residency requirement. The first concerns the minimum number of quarters the students needs to be enrolled at Antioch in order to receive an Antioch BA degree. The student must be enrolled for four full-time quarters, seven half-time quarters, or some equivalent combination of full and half-time enrollment. Enrollment Maintenance quarters and less-than-half-time quarters do not count toward meeting the residency requirement.

The second part of the residency requirement specifies the minimum number of quarter units that must be earned during quarters of enrollment at Antioch. This minimum is 48 quarter units, which may be earned during full-time, half-time or less-than-half-time quarters of enrollment but not while on Enrollment Maintenance status. Units earned from documentation of Prior Experiential learning do not count toward residency and are not calculated in determining full or part-time enrollment.

Reduction of Residency

Students with 135 or more quarter units of transfer credit of which 15 or more units are upper-division may petition, with their Advisor's approval, to reduce their residency to three full-time quarters or the equivalent in half-time quarters (36 units total). Reduced residency petitions are considered individually, and decisions are based on the depth, breadth and quality of the student's transfer units.

Upper-Division Learning

Because Antioch University Santa Barbara offers a degree completion program, courses in the BA Program are upper-division level only. All lower-division coursework and pre-requisites to the concentrations must be completed at another institution prior to transfer. Upper-division classes are numbered in the 300s and 400s. For internships and for all self-designed learning activities (Prior Experiential Learning, Outside Learning Activities, Independent Studies), Antioch uses only certain 100 numbers (for lower-division)

and certain 300 numbers (for upper-division).

This numbering system is summarized as follows:

Lower Division	Upper Division	Type of Learning Activity
NA	300s	Antioch Classes
196	396	Independent Studies
197	397	Prior Experiential Learning
198	398	Internships and Practica

The Antioch BA must include:

- 60 or more units of upper-division learning;
- No more than 120 units of lower-division learning.
- No more than 24 units with any one instructor/evaluator

The Antioch BA may include:

- Any number of extra units of upper-division learning beyond 60 as long as the total number of units does not exceed 200;
- Fewer than 120 units of lower-division learning.

General Studies Requirement and Required Areas of Study

The BA degree at Antioch University Santa Barbara is in Liberal Studies. Students have the ability to personally construct the general studies portion of their degree program by selecting courses from a wide array of disciplines outside of their major area of concentration. To provide a basic foundation of core competencies, the following Core courses are required:

LBS 302	Educational Foundations
LBS 303A	Service Learning in the Community
LBS 389	Research Methods and Statistics

LBS 308A Capstone

COM 310 Academic Writing

Ethics Course (choice of one from approved list):

- MGT 375 Business Ethics and Social Responsibility
- LBS 367 Ethical Issues in Contemporary Society
- LBS 369 Ethics and Legal Issues in Human Services
- These courses may not count as units for the major concentration.

Global and Intercultural Awareness Course (choice of one from approved list):

- SOC 300 Oppression, Power and Privilege
- LBS 331 Multiculturalism and American Politics
- LBS 351 Diversity and Cultural Awareness
- COM 355 Intercultural Communication
- LBS 395 Spirituality and World Religions
- LBS 377A Latino Community in American Society
- PSY 328 Psychology of Gender and Sexuality

Consult an Academic Advisor to determine if these courses count as units for the major concentration.

To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete at least three units in each of the following subject areas:

- Literature
- History
- Philosophy or Religious Studies
- Political Science or Law
- Sociology or Anthropology
- Fine Arts or Language
- Mathematics or Economics
- Psychology
- Science
- Multicultural Studies

Experiential Learning

Experiential learning is considered the cornerstone of an Antioch undergraduate education. It can be described as learning that arises out of reflection on experience, leading to purposive action, or praxis, in order to test out the 'hypotheses' that arise out of this reflection. This action in turn leads to further experience and reflection, so that experiential learning can be seen as a continuous cycle or spiral. As Confucius said: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Experiential learning is infused throughout the undergraduate curriculum at Antioch University Santa Barbara.

Service-Learning Internship Program

The Service-Learning Internship Program provides structured opportunities for undergraduate students to engage in community-based learning activities that have the dual goal of providing outside learning activities for students and service to the local community. Guidelines for students include:

- Registration for LBS 303A, Service Learning in the Community. (See Student Registration Packet each quarter for details.)
- This course is taken for 3 units. One unit of the course is earned in a weekly reflective seminar. The remainder is earned at the internship site. Students are expected to spend approximately 4 hours per week (or 40 hours total) at the internship site.
- Discussion with Academic Advisor as early as possible to determine the desired placement and to complete additional steps.
- After deciding on a Service-Learning Internship site and meeting with the Academic Advisor, students are responsible for scheduling an interview with the site supervisor.

Major Area of Concentration Requirement

The Major Area of Concentration is the student's specialized field of learning. The student may include one Major Area of Concentration in her/his program of study. A Major Area of Concentration consists of a minimum of 30 and a maximum of 60-quarter units of learning in a particular academic field; 24 units must be upper-division completed at Antioch; this is strongly recommended by Antioch, and expected by graduate schools.

Established Major Areas of Concentration

Currently, Antioch offers six Areas of Concentration for which courses are regularly scheduled in the BA curriculum—Child Development and Education, Applied Psychology, Business Management and Leadership, Entrepreneurship, and Liberal Arts. A list of courses currently offered for each Major Concentration is included in the BA Student Handbook. Elective courses and workshops are offered each year in these Major Concentrations. Students may also take courses concurrently at other accredited institutions to supplement work in any of these Major Concentrations.

Educational Foundations Class

All entering students need to enroll in and attend the Educational Foundations before or during the first quarter of study. It is a degree requirement to complete Educational Foundations with a passing evaluation. It is also important for students to finish work for Educational Foundations in a timely manner. Once the work is approved, the student can go on to earn credit for the degree according to the student's approved plan. A student who fails to complete the Educational Foundations work during the first quarter may petition to receive an Incomplete for the class. If work is not completed by the end of the first week of the next quarter, the student receives a No Credit evaluation and must retake the Educational Foundations immediately.

Major Areas of Concentration

-  **Child Development and Education**
-  **Communication and Media**
-  **Business Management and Leadership**
-  **Entrepreneurship**
-  **Applied Psychology**
-  **Liberal Arts**

1. Child Development and Education

The Child Development & Education major 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 the field of childhood

education. 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 to the age of 18. The degree also increases the student's marketability in a field with ever-increasing demands for trained professionals. Some students choose childhood education as a vocation; others as a stepping stone into K-12 education.

Curriculum

The curriculum for this major 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. 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 take separate Practica in which they observe and reflect on the delivery of different models of childhood education as they are presented to different age groups.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-quarter units with at least 24 upper-division units completed at AUSB. All courses at AUSB are upper-division and students pursuing this concentration must complete the lower-division pre-requisite courses prior to their second quarter. Students are strongly encouraged to complete several of the following courses (chosen in consultation with an Academic Advisor):

-  Child Development
 -  Child Advocacy
 -  Adolescent Development
 -  Emerging Models of Childhood Education
 -  Theories of Learning and Cognition
 -  Language Acquisition & Development
 -  Integrating Curriculum: Best Practices
 -  Family Systems: Global Perspectives
 -  Special Education: Response to Intervention
 -  Child Psychology: The Effect of Trauma
 -  Media, Technology & Children Peers & Community
- Practicum I: Advocacy
Practicum II: Curriculum

2. Communication and Media

The Communication and Media major concentration is designed to provide students with an interdisciplinary understanding of how massive changes in the media—from global digital communications, wireless networks, Web 3.0, and persistent connectivity—are transforming media usage and media industries around the globe. The program explores how all mediated forms (film, print, digital, and electronic) affect people, organizations, and cultures with a focus on training critically aware professionals for advanced careers in media. Courses help students explore their own values and practices as well as how they shape the values and practices of others through producing media. Students who choose this major concentration will already have developed specific skills in the media of their choice through their lower-division pre-requisites. The AUSB program is designed to help students utilize those skills to responsibly influence the way people work, communicate, and engage together in a global society.

This concentration is ideal for people interested in a career in communications and/or media related fields in corporate, public, government and nonprofit organizations. Potential careers include: marketing director, web analyst, public relations executive, producer, journalist, new media strategist, e-commerce account executive, content writer, filmmaker, videographer, public information, online marketing, blogger, web designer, and advertiser.

Curriculum

This concentration is built upon a foundation of courses related to crafting a narrative/message and purposefully moving that message into the world through various forms of distribution. An emphasis is placed on media as a change agent global culture. Courses in the related disciplines of psychology, business, education, global studies, and multiculturalism round out the curriculum. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-quarter units with at least 24 upper-division units completed at AUSB. All courses at AUSB are upper-division and students pursuing this concentration must complete the lower-division pre-requisite courses prior to their second term. Students are strongly encouraged to complete

several of the following courses (chosen in consultation with an Academic Advisor):

- The Narrative
- Publishing & Distribution
- Media, Communication & Culture
- Interpersonal Communication in Media World
- Social Media
- World Media
- Community Dialogue & Coalition Building
- Contemporary Issues in Film/Video Media
- Contemporary Issues in Print Media
- Group Dynamics
- Public Speaking
- Intercultural Communication

Students may choose from the following related courses to complete their curriculum: Leadership & Project Management, Strategic Marketing, Business Planning & Development, Business Finance, Creative Writing: Fiction, Non-Fiction Writing, Personal Journal, and Exploration of Film to name a few (chosen in consultation with an Academic Advisor)..

Internships

Internships that provide hands-on experience in communication and media may be designed in a variety of settings. Antioch encourages students to design their own internships. For example, students can earn credit for such activities in their workplace as designing a public relations campaign, implementing new social media advertising, or producing a relevant film or video.

3. Business Management and Leadership

This major concentration prepares students for management or leadership roles within an established business or organization. The Business Management & Leadership concentration is designed to provide students with a broad, yet practical understanding of the complex global social, political, and ethical issues involved in business management. Designed to develop critical thinking and creative problem solving skills from an interdisciplinary perspective, students study ethical and social values as they address a wide range of practical management issues. AUSB's concentration assists students in developing the knowledge necessary to critique economic, business, and other organizational activity, as well as to develop ideas to extend decision-making options within the profession. This concentration is ideal for people who seek to hold leadership or management positions in corporate, public, government, or nonprofit organizations.

Curriculum

This major concentration is built upon the foundation of a core of traditional business courses in management, ethics, human resources, budgets and finance, marketing and organizational culture. This focus is enhanced for the modern era with studies in global economics and sustainable business strategies. Courses from other disciplines, such as studies of communication and media, psychology, and multiculturalism, are used to enrich the concentration. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-quarter units with at least 24 upper-division units completed at AUSB. All courses at AUSB are upper-division and students pursuing this concentration must complete the lower-division pre-requisite courses prior to their second quarter. Students are strongly encouraged to complete several of the following courses (chosen in consultation with an Academic Advisor):

- Management: Best Practices
- Human Resources & Legal Issues
- Leadership & Project Management
- Organizational Strategy & Culture
- Business Finance
- Business Ethics & Social Responsibility
- Strategic Marketing
- Sustainable Business Practices
- Management Information Systems
- Global Economics
- E-Business and E-Commerce

Students may choose from the following related courses to complete their curriculum: Public Policy, History of Globalization, Social Media, Public Speaking, Group Dynamics, and Conflict Management to name a few (chosen in consultation with an Academic Advisor).

Internships

Internships that provide hands-on experience in management and non-profit leadership may be designed in a variety of settings. Antioch encourages students to design their own internships. For example, students can earn credit for such activities in their workplace as designing a training program, implementing new management information systems, or researching alternative means for marketing a new product or service.

4. Entrepreneurship

The Entrepreneurship major concentration is designed to find and nurture the entrepreneurial spirit and support innovators who seek to create and develop organizations that creatively solve real-world problems. Courses help students identify their visions for transforming themselves and the world while gaining hands-on experience. Our faculty guide students in identifying a problem, applying a business model to the solution and assessing the feasibility of ideas and proposals. The program is designed to provide students with a broad, yet practical understanding of the complex issues involved in creating a business or organization. Entrepreneurial ventures impact social change because of the contributions they make to economic health, community development, and society at large. This concentration is ideal for people who wish to launch any type of entrepreneurial venture whether it focuses on business, arts, health, social change, etc.

Curriculum

This concentration is built upon the foundation of a core of innovative courses in entrepreneurship, business planning and development, and new venture projects, to traditional courses in ethics, budgets and finance, and marketing. Courses from other disciplines such as studies of advertising or media, global studies, and multiculturalism, are used to enrich the concentration. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-quarter units with at least 24 upper-division units completed at AUSB. All courses at AUSB are upper-division and students pursuing this concentration must complete the lower-division pre-requisite courses prior to their second quarter. Students are strongly encouraged to complete several of the following courses (chosen in consultation with an Academic Advisor):

- Entrepreneurship
- New Venture Project
- E-Business & E-Commerce
- Business Planning & Development
- Business Finance
- Business Ethics & Social Responsibility
- Strategic Marketing
- Leadership & Project Management
- Sustainable Business Practices
- Public Policy

- Global Economics
- Human Resources & Legal Issues

Students may choose from the following related courses to complete their curriculum: Social Media, Public Speaking, History of Globalization, Group Dynamics, and Conflict Management to name a few (chosen in consultation with an Academic Advisor).

Internships

Internships that provide hands-on experience in entrepreneurship or related skills may be designed in a variety of settings. Antioch encourages students to design their own internships. For example, students can earn credit for designing a business plan, working in an entrepreneurial business, or researching alternative means for creating a new product or service.

5. Applied Psychology

The profession has given rise to a mental health industry and a variety of professional roles and responsibilities. This major concentration encourages students to examine the values and biases embedded in psychological theory as well as the historical, societal, and political context of psychological theories and practices. The curriculum is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and global psychology. Courses focus on theory and intervention skills that modify behavior, teach client skills, or support individuals who are experiencing psychological distress. They also learn case management skills, client advocacy, and the process of referral to other professionals and agencies. Emphasis is placed on diversity and its effects on the study and practice of psychology.

This concentration is relevant for anyone interested in a career in psychology related fields in corporate, public, government and nonprofit organizations. This concentration prepares students for careers providing psycho-education and/or support, using basic counseling skills to support clients or assist them with problem solving as well as following treatment plans designed to reduce symptoms or modify behaviors.

Curriculum

To better understand diverse communities, Antioch recommends courses that focus on gender, ethnic and racial differences, and various forms of disability. Students who seek preparation for graduate work at the doctoral level should also

participate in research activities with an Antioch faculty member. In accordance with American Psychological Association (APA) recommendations, students in the Psychology Concentration are advised to take a broad range of liberal arts courses in the arts, science, philosophy, and quantitative studies in addition to psychology.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-quarter units with at least 24 upper-division units completed at AUSB. All courses at AUSB are upper-division and students pursuing this concentration must complete the lower-division pre-requisite courses prior to their second term. Students are strongly encouraged to complete several of the following courses (chosen in consultation with an Academic Advisor):

- Psychopathology: Global Perspectives
- Counseling Theory & Coaching Techniques
- Theories of Personality
- Community Psychology & Social Change
- Principles of Group Counseling
- Positive Psychology
- Psychopharmacology
- Child Development
- Adolescent Development
- Adult Development & Aging
- Effective Interventions in Mental Health
- Issues in Chemical Dependency
- Family Systems: Global Perspectives
- Child Psychology: The Effect of Trauma

Students may choose from the following related courses to complete their curriculum: Psychology of Gender & Sexuality, Eco-psychology, Transformation of Consciousness, Theories of Learning & Cognition, Group Dynamics, Latino Community in American Society, and Conflict Management to name a few (chosen in consultation with an Academic Advisor).

Internships

Internships that provide hands-on experience in psychology may be designed in a variety of settings. Antioch encourages students to design their own internships or seek intern placements at a variety of community agencies. Options include working with populations affected by addiction, violence, homelessness, developmental disabilities, etc.

Preparation for Work and Graduate Study

The Psychology Concentration prepares students for graduate work in psychology, social work, and other related fields. It provides a meaningful background for a variety of other professional careers, as knowledge in psychology is central to many professions in our service-oriented society.

Students who intend to pursue doctoral-level graduate work in psychology should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work. Antioch offers both a Masters in Applied Psychology and Doctorate of Psychology

6. Liberal Arts

A degree in Liberal Arts is considered to be one of the best foundations for a diverse range of careers and preparation for many graduate schools. In this concentration students gain an understanding of a broad range of subject areas and acquire the skills of critical thinking, problem solving, creativity, communication, and an appreciation for diversity.

AUSB adheres to the principles of a modern liberal arts education as outlined by the American Association of Colleges and Universities (AAC&U). In particular, the BA Program is aligned with the following Essential Learning Outcomes of (found at www.aacu.org):

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills, including: inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving
- civic knowledge and engagement, both local and global
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning
- integrative and applied learning, through synthesis and advanced accomplishment across general and specialized studies

Curriculum

In addition to the required Core Courses for the degree, students pursuing any concentration must complete a minimum of 30 and a maximum of 60-

quarter units with at least 24 upper-division units completed at Antioch. 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.

All courses at AUSB are upper-division. The Liberal Arts concentration is the most flexible no pre-requisites and ample courses scheduled every day and evening for easy scheduling. **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 units from any one course code, for example CDE, PSY and ECO.

- Communication and Media (COM)
- Applied Psychology (PSY)
- Child Development and Education (CDE)
- Business Management and Leadership (MGT)
- Entrepreneurship (ENT)
- Religious Studies (RLG)
- Global Studies (GBL)
- History (HST)
- Political Science (POL)
- Environmental Studies (ECO)
- Writing (WRT)
- Interdisciplinary Studies (INT)
- Quantitative Studies (QNT)
- Music (MUS)
- Art (ART)

Preparation for Graduate Study

Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field which they intend to pursue to ensure their acceptance into the graduate school of their choice. Students are advised to contact the preferred graduate school for entrance requirements and then to shape their Liberal Arts concentration around those requirements. Students expecting to do graduate study in the field of Education by entering the Teacher Credential Program at Antioch will be well served by the Liberal Arts major concentration and can include some of their Teacher Credential studies in their undergraduate plan of study as well as qualify for the Early Decider Program for early admission to the graduate education program.

The Early Deciders Program: Antioch Undergraduate Students Master's of Arts in Education and Teacher Credentialing Program

An Antioch undergraduate student can apply and gain provisional acceptance into the MAE and Teacher Credentialing Program if s/he also meets other, standard requirements. The student must have (1) 36 or less upper-division undergraduate units remaining to complete the BA degree; (2) completed all of the BA requirements in both general studies and the major area of concentration and (3) complete LBS 308A Capstone prior to beginning the MAE/TC Program (summer) (4) taken and passed the CBEST exam. Consideration for early enrollment into the MAE/TC program also requires that BA Candidacy be achieved and the CSET be passed. Antioch undergraduates who take MAE courses may apply credit toward their BA degree during Quarters One and Two of the MAE/TC Program. Courses offered after Quarter Two, however, cannot be credited towards the BA degree; instead they are credited toward the MA in Education degree.

Full acceptance into the MAE/TC program is contingent upon:

- Awarding of BA degree
- Successful completion of quarters 1 & 2 of MAE/TC coursework
- Advancement to student teaching (end of second quarter)
- Registering for the CSET (Taking the CSET prior to beginning work in the first quarter of the MAE/TC program is strongly recommended.)

Master of Arts in Education & Professional Preparation Teacher Curriculum

Note: These courses are for the multiple subject credential. Candidates for the education specialist credential must take these or comparable courses as advised in the program.

Summer - Quarter 1

HDV455 Child Development & Learning (3 units)

HDV458A Language Development & Acquisition (3 units)
TEP536 Foundations of Social Justice Education (4 units)

TEP536A Foundations of Social Justice Education Lab (1 Unit)

TEP537 Mediation & Conflict Resolution in Schools (3 units)

TEP601A Social & Legal Dimensions of Special Education (2 units)

Fall – Quarter 2

TEP505 Reading Instruction in Elementary School Classrooms (3 units) TEP538 Theory & Practice of Classroom Organization (3 units)

TEP507 Real World Mathematics (3 units)

TEP533 Field Practicum (10 units)

TEP601B Teaching & Accommodating Students with Disabilities (1 unit)

2 Quarters = 36 MAE/TC Units

Students who choose the “Early Decider” option must submit a calendar of proposed classes along with their degree plan. Students who choose the “Early Decider” option must receive approval from their Faculty Advisor, who will also assist them in petitioning for a waiver of the overage tuition fee.

Alternatives

Some adult students enter Antioch with college-level learning which is substantial, yet not acceptable for transfer credit. Through the Prior Experiential Learning process, students may sometimes be able to earn credit for some forms of learning from:

- Extension courses;
- Armed Service learning; or,

- Continuing Education learning.

Often additional reading or writing is required. Interested students should work with their Academic Advisor to explore these options.

Acceptable Grades for Transfer Credit

Antioch accepts credit for units where the student earned a letter grade of "C" or better; or Pass in a Pass-Fail system, if the Pass is equivalent to a "C" or better. Credit for a course taken twice can normally be given only once. That is, if the same course was taken at two different colleges, Antioch gives transfer credit for only one of the two. In some cases, however, a school's catalog states specifically that a given course may be taken more than once for credit. In this situation, Antioch generally awards transfer for all the credits earned.

Quarter and Semester Units

The Registrar converts all transfer units to quarter units, using the following formulas:

- $\text{number of semester units} \times 1.5 = \text{number of quarter units,}$
- $\text{number of trimester units} \times 1.5 = \text{number of quarter units.}$

Fractions lower than one-half unit (.5) are rounded down to the nearest unit. Fractions greater than one-half unit are rounded down to the nearest half-unit.

Accredited Institutions

Although the word "accreditation" is used in different ways by the general public, Antioch follows the general practice in higher education by accepting credit in transfer only from institutions accredited by one of the following regional accreditation bodies:

- New England Association of Schools and Colleges;
- North Central Association of Schools and Colleges;
- Northwest Association of Schools and Colleges;
- Middle States Association of Colleges and Schools;
Southern Association of Colleges and Schools; or,

- Western Association of Schools and Colleges.

Antioch does not accept credit from institutions not accredited by one of these six regional accreditation bodies, even when an institution is certified or authorized by a national organization or by the state in which it operates. Antioch also cannot accept credit from institutions with candidacy for accreditation or probationary accreditation status. (Exception: A student holding an RN degree from a National League of Nursing approved program may be eligible for transfer credit despite lack of regional accreditation. Transfer policies concerning nursing units are explained below.) Sometimes an institution's accreditation status changes over time. Antioch accepts credit for transfer only if the units were earned at a time when the institution was accredited.

Courses in Transfer Remedial, Vocational, and Technical Courses

Antioch cannot accept remedial, vocational, or technical courses for transfer toward the liberal arts BA, since these do not represent college-level learning. The following standards are used by the Registrar's Office in determining which courses fall into these categories. Remedial courses are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial courses include Reading and Comprehension, Study Skills, Remedial English, and certain elementary math and science courses. Vocational courses are courses that consist primarily of specific job skill training, with little or no college-level conceptual learning. Examples of vocational courses include Dressmaking, Patient Clinical Skills (consisting of blood pressure reading, etc.), or Keyboarding. Technical courses are usually vocational and consist of specific technical or applied skills. Examples of technical courses include Die-Casting, Technical Drafting, Analysis of Asbestos, Shorthand and Typing. College orientation courses (e.g., Freshman Orientation Seminar) are also nontransferable.

Physical Education Units

Antioch normally accepts up to 6 quarter (4 semester) units of physical education courses from accredited institutions for transfer. A student may petition to exceed this limit if s/he can demonstrate that additional physical education units:

- include conceptual learning; and,
- represent an integral part of the degree plan.

Extension Courses and Continuing Education Units

Antioch accepts only certain types of extension courses for credit. Please check with the Advisor and Registrar whenever clarification is needed. Antioch normally does not accept Continuing Education Units (CEU's) for transfer credit. (But if learning acquired through Continuing Education is relevant to a student's Antioch degree program, the student may sometimes be able to document it as Prior Experiential Learning, normally by adding additional reading or writing assignments.)

Cooperative Education Credit

Cooperative Education courses are generally transferable. If either the catalog course description or the student's work was individualized, the student may be asked to write up a brief summary of learning for review by the Advisor, and transfer credit will be given on the basis of the Advisor's recommendation.

Credit Policies for Registered Nurses and Other Health Professionals

If a student holds the RN license, Antioch awards a maximum of 90-quarter units (the equivalent of two years college study) earned in a National League for Nursing (NLN) approved diploma program of three years duration. Proof of license is required. Credit for the nursing units is awarded in block form. This credit is subject to the same standards and limitations on transfer credit presented elsewhere in this Catalog. If a student completes a Licensed Vocational Nurse (LVN) Program, credit may be accepted toward the Antioch degree through the Prior Experiential Learning process of evaluation. However, LVN courses taken toward and RN degree will transfer. The student should work with the Advisor on this process. The Registrar gladly provides additional information on transfer credit policy in these areas.

Credit from Foreign Institutions

Antioch accepts transfer credit for work undertaken at foreign institutions of learning. Students must have attended schools approved by national ministries of education, where the program of study is determined by Antioch to be equivalent to an accredited undergraduate or graduate program in the United States. Students should submit original or certified copies of their transcripts from the original foreign institutes of learning. Certified translations must accompany transcripts if original records are not written in English. Whenever possible, students should submit course syllabi, in order to accelerate the evaluation process. Evaluation of foreign transcripts should be

performed by a professional evaluation agency. Foreign credentials are subject to the same overall standards and limitations on transfer credit presented elsewhere in this catalog. Questions regarding evaluation of foreign transcripts should be directed to the International Students Office.

Credit for CLEP Examinations

Antioch grants credit for students who meet Antioch's standards for scores on College-Level Examination Program (CLEP) testing. Students with CLEP scores should request that a CLEP transcript be sent to the Admissions Office, where the credit eligibility determination is made. For General Examinations, the acceptable score is most often 500 although there are some variations. For Subject Examinations, the acceptable score is generally 50.

Transfer of Credit from the Armed Forces

To receive credit for course work completed while in the armed forces, the student submits an original DD214 form (discharge paper) to the Registrar, along with any other supporting documentation, certificates, or evidence of completed course work. This procedure should be initiated as early as possible after enrollment, since evaluation of credit often takes several weeks.

Planning the Program Advisors

The student is assigned to an Academic Advisor in the BA Program. This staff or faculty member is available for consultation as needed to provide advice on course selection; design of independent studies and internships; preparation for graduate study; and developing future plans. The Academic Advisor also reviews a student's academic progress and the quality of the student's work on a quarterly basis. Students should contact their Advisor as early in the undergraduate program as possible and are encouraged to meet with their Advisor on a regular basis thereafter. Students are encouraged to meet with their Advisor at least once per quarter for the pre-registration advising.

Degree Audit

During the Educational Foundations class, students are provided with an individualized Degree Audit which consists of two forms: a transfer worksheet, a degree audit of general studies requirements and the requirements of the student's area of concentration. The Degree Audit forms constitute the plan that the student and her/his advisor use to guide the student through

the Bachelor's program. With the completion of these forms, and their review by the Registrar's office, the student will know all of the requirements necessary for graduation and which of these requirements have already been fulfilled. From this the student can determine what is left to complete, both in terms of specific course requirements and total number of units. The Degree Audit forms serve as the student's guide and checklist throughout her/his program.

Concurrent Enrollment

If an Advisor approves a BA student's study at another institution for units not needed for residency, the student registers for the course(s) at the other institution, during the given quarter. If the student passes the class with a grade of "C" or better, the units are simply transferred to Antioch and are transcribed as transfer credit. If units to be earned during concurrent enrollment have been approved to fulfill Antioch residency requirements, the student must register for the units both at Antioch and at the other institution.

Academic Writing Skills

Students enter Antioch with widely varying writing ability. Since Antioch emphasizes writing in almost every class, and good writing is important in both undergraduate and graduate education, it is important that student's develop their writing skills during their time in the program. All students are required to complete COM 310 Academic Writing in their first term. Students can choose to further enhance their writing skills by enrolling in any of the writing courses offered throughout the year. Upon evaluation by a faculty member, some students may be encouraged to enroll in COM 312 Advanced Academic Writing instead of COM 310.

Antioch has a Writing Center that provides services to help students with their writing. AUSB also arranges individual tutorials for students needing extra help.

Attendance Policy

Students are required to attend a minimum of eight full meetings of any course that meets for ten weeks. Failure to attend at least eight class sessions will automatically result in a No Credit for that course. Students who know in advance that they will have difficulty meeting this requirement for any course should consult with their Faculty Advisor and the instructor of the course before the first class session to decide upon the best course of action. For online and hybrid courses, students are required to participate in at least 80% of the class. Failure to do so can result in a no-credit evaluation. For more information about what

constitutes adequate participation in the online environment the student is directed to the Antioch University Guidelines for Hybrid and Online Courses, located in the BA Student Handbook.

BA Policy on Incompletes:

Students are encouraged to complete the course on time. In rare circumstances, for justifiable and documented reasons and when that student has completed at least 75% of the work before the end of the enrolled quarter, a student may petition to take an incomplete. To do so, the student must fill out the Incomplete Form and submit it to the instructor for approval. This written document must contain a list of the work to be completed with a final deadline—both student and instructor must sign their agreement to the terms. The completed and signed form must be turned in to the BA Program no later than the Friday of Week 12. All make-up work must be submitted to the instructor by the agreed deadline, usually by the end of Week 2 of the following quarter, or else the incomplete converts to a "no credit." Once work is submitted, the instructor will update the narrative evaluation by no later than the end of the following quarter.

Candidacy

In the quarter in which a student intends to graduate, s/he must be registered for 1 or more units, or else be on Enrollment Maintenance Status. By the third week of the final quarter, the student must file an Application for Graduation. Graduation from the BA Program is initiated in the final quarter of study, through a process called "Candidacy." Candidacy involves a formal meeting with the Advisor to confirm that the bulk of the student's work is completed at a satisfactory level. A student may undertake Candidacy, showing the intention to graduate, if:

- the student has no more than 12 units of Prior Learning still to complete by the third week of the quarter. (For students documenting 12 units or fewer of Prior Learning overall, the requirement is that the Advisor has seen at least some completed documentation to determine that the process is fully understood.)
- it is reasonable that the student is able to complete final-quarter work and any Incompletes from earlier quarters within the final quarter.

The Advisor is able to help the student determine whether s/he is ready for Candidacy in a given quarter.

Senior Capstone

All students are required to take the Senior Capstone course in their final quarter. Built around the campus mission and the BA program's core purposes, the class is designed to provide students with a structured opportunity to integrate synthesize and reflect upon common and practical themes from their Undergraduate learning. The Educational Foundations class and the Senior Capstone class serve as "bookends" for the student's program. Educational Foundations is required in the student's first quarter (or prior to the start of their program) and Capstone in her/his last.

Graduation

In order to graduate as planned, the following steps are necessary:

1. The student must submit an Application for Graduation form (obtained from the Registrar's Office) to the Registrar by the end of the third week of the final quarter of residency, paying the Graduation Fee. The Registrar and the Fiscal officer must sign the form.
2. Candidacy status must be approved by the Advisor and the Registrar's Office. At this point the student knows that s/he may graduate as planned upon completion of the final quarter work and any remaining Prior Learning and Incompletes.
3. Incompletes: If any academic work that is needed for graduation remains Incomplete by the first day of the following quarter, the student must delay graduation and enroll on Enrollment Maintenance Status, paying the Enrollment Maintenance Fee to finish the Incompletes. Incomplete units not needed for degree completion simply revert to No Credit on the first day of the quarter. After the student's final quarter work is completed, the final academic transcript is prepared in the Santa Barbara Registrar's Office.

Preparation for Graduate Schools

Students should contact graduate schools early in their BA program to be sure their course work and internships maximize entrance to desired programs. BA students interested in attending a particular graduate program after Antioch should be sure to investigate that school's policy on transfer of credit for Prior Learning in order to plan an appropriate Antioch program. Graduate from Antioch's BA program does not guarantee admission into Antioch's graduate programs. The following information, however, may help Antioch

BA students determine how best to prepare for these programs.

Antioch University Santa Barbara's Master of Arts in Clinical Psychology (MACP) Program

Students interested in the Master of Arts in Clinical Psychology should:

- Take basic psychology courses (especially Child Development, Abnormal Psychology, Theories of Personality) and receive satisfactory or above evaluations.
- Acquire experience in counseling or some similar role.
- Acquire experience as a client in psychotherapy.
- Work on writing skills throughout the undergraduate program.
- Obtain at least one letter of recommendation from an Antioch faculty member who knows them personally (Core Faculty is best).

Antioch University Santa Barbara's Master of Arts in Education and Teacher Credentialing Program (MAE/TC)

An Antioch undergraduate student can apply and gain early acceptance in the Master of Arts in Education and Teacher Credentialing (MAE/TC) Program if he/she also meets other, standard requirements. The student must have 36 or fewer upper-division undergraduate units remaining to complete the BA degree and complete most or all of the general studies requirements. Accepted Antioch undergraduates can apply MAE/Teacher Credentialing Program course credit toward their BA degree during quarters one and two of the MAE/TC Program. Courses offered after quarter two, however, cannot be credited towards the BA degree. Instead, they are credited toward the MA in Education degree. Undergraduate students must complete their BA degree prior to beginning their full-day student teaching (For further information, see the MAE/TC section of this catalog.)

Antioch University Santa Barbara's Clinical Psychology Doctoral (PsyD) Program

Graduates of Antioch's BA program may apply to the Clinical Psychology Doctoral (PsyD) Program.

The Post-bachelor's track includes a one-year sequence of foundational graduate courses in psychology that prepares students to engage within the PsyD curriculum and constitutes Year 1 of the doctoral program.

This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non-licensable Master's Degree in Psychology after completion of 71 units.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, work experience in the field, or a master's degree in another discipline.

The courses in Year 1 are masters-level foundational courses in psychology and a clinical skills sequence and consists of three quarters of coursework (and supervised experience starting in the third quarter and continuing through the summer). Students admitted into the post-bachelor's entry track, **upon successful completion of the first year of coursework**, will continue their studies with students who are admitted to the post-master's track in Year 2.

Bachelor of Arts Course Descriptions

Liberal Studies Courses

LBS 302A Educational Foundations

3 units

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.

LBS 303A Service Learning in the Community

3 units

Using models from experiential and adult learning theory, this course provides students with structured opportunities to intern at a local non-profit organization while reflecting upon their overall service-learning in a weekly seminar setting. Through the use of carefully-focused readings and a variety of interactive and reflective activities, students are encouraged to integrate their philosophical, conceptual, and practical learning experiences. Required for all students.

LBS 308A Capstone Senior Project

3 units

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. In addition, students will study a major problem or issue from a cross-cultural, trans-historical perspective that will draw upon theoretical and methodological work covered in previous courses. The course culminates in a presentation to the faculty and students.

LBS 310 Global Perspectives on Stress

3 units

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.

LBS 314 Conflict Management I: Nature & Cause of Conflict

3 units

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.

LBS 315 Conflict Management II: Analysis & Resolution

3 units

This course takes an in-depth, interdisciplinary approach to the question of international intractable conflict, its sources and the full range of potential interventions designed to reduce its destructiveness. Students will study international conflict case studies that often exhibit highly charged religious, cultural, political and economic issues and that tend to be long-lasting and highly destructive. The ultimate goal of the course is to enable students to consider global conflicts and conflict resolution critically and from various viewpoints to contribute to original and more effective strategies for the world peace.

LBS 331 Multiculturalism and American Politics

3 units

This course will study the political mechanisms that operate in the context of an increasingly multicultural society. American politics has historically been looked upon as a stable beacon of strength for many to emulate. Now significant numbers of people of color, women, and

individuals who represent alternative lifestyles are impacting the political arena. How will politics as we know it be altered? Historical, psychological and socio-political thought will be utilized to examine the issues of multiculturalism and American politics.

LBS 332 Varied Visions: The Outsider in American Literature

3 units

The dichotomy at the heart of American culture - the desire to acknowledge the primacy of the individual and the desire to forge a classless, democratic community - provides much of the tension and complexity we find in American literature. Examining the role of the outsider in literary works provides a clearer understanding of the sources and consequences of this tension and the complexity of the variations of the "American" voice. This class examines, in prose, poetry, and narrative fiction the different roles of the outsider: those who choose to remove themselves from the community, those whose experience thrusts them outside the community and those who, because of class, race, gender, or sexual orientation, are forced to the periphery.

LBS 339 The Personal Journal: Literature and Self-discovery

3 units

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.

LBS 345 Environmental Studies/Ecology

3 units

The goal of this course is to give students an appreciation and understanding of the natural world. From the local to the global scale, students use several approaches to study 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 includes two mandatory all day field trips and individual field projects.

LBS 351 Diversity and Cultural Awareness

3 units

Community is a complex, multilevel set of peoples, organizations, and values, inter-woven 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.

LBS 367 Ethical Issues in Contemporary Society

3 units

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.

LBS 369 Ethics and Legal Issues in Human Services

3 units

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.

LBS 370A Magic, Witchcraft & Religion

3 units

This class focuses upon the supernatural from an Anthropological perspective. The class will look at a wide and varied number of cultural motifs having to do with religious/spiritual/magical beliefs and practices from a variety of cross cultural perspectives and time frames, but will also make comparisons with practices and beliefs within the contemporary United States. Because of the interdisciplinary nature of the subject matter we will

also draw upon insights from Sociological, Psychological and Historical sources.

LBS 370B Social Movements

3 units

This class focuses on U.S. social movements, including revolutionary movements, in which loosely organized groups of people challenge social norms and values and/or established political and social order, often defying established rules of behavior and bypassing traditional institutional channels (e.g. voting, petitioning, lobbying) for pursuing their interests. The course takes an interdisciplinary perspective combining sociological theory with social history and social psychology and utilizes an historical-comparative approach which focuses on oral social histories and biographies as well as second-hand analysis. Multimedia sources include the music produced by various social movements, audiotapes of the period, and film archives.

LBS 373 Social Dialogues

3 units

Through readings, videos, and in-class dialogue, this course will provide students with a focused opportunity to critically examine selected socio-economic and political issues, which are the subject of current debate and advocacy. Students will be provided with strategies and perspectives for the critical analysis of issues and creative discourse regarding them. Topics will be studied and discussed from the diverse and humane perspectives of the core purposes of a liberal arts education. Subjects may include: causes of poverty, hunger and malnutrition, environmental racism, changing family structures and others.

LBS 377A The Latino Community in American Society

3 units

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.

LBS 378 Racism and Sexism in America

3 units

This course examines the evolution of racial and sexist attitudes and behavior in America from several perspectives and traces the impact upon

groups. Lectures, discussions, and reading assignments provide students with a substantive factual background of racism and sexism in American society, their causes and effects.

LBS 382 The Inner Landscape of Art

3 units

What is Art? What are its origins? Is it an expression or causative force of culture? What is the relationship of the artist to the environment, to Self? Students will explore these questions and other relevant issues to develop an informed and diversified art appreciation. Through encounters with art, artists, lectures, selected readings, writing and discussion, criteria for the evaluation of art and the underlying tenets of aesthetics will be gained and applied within an individual and historical context.

LBS 388 The Courage to Create: Struggle, Vision, and Breakthrough

3 Units

In this course students will explore in-depth the lives and works of three uniquely famous 20th century visual artists, coming to understand the artistic and historical significance of their creations, achievements, and vision through a forum of discussion, critique, and other process tools. Using an integrated approach rich with sensory and intellectual meaning that includes multiple perspectives of theory and interpretation, students will gain an appreciation of the role of the artist as a seeker and agent of change within both the personal life and the larger cultural landscape.

LBS 389 Research Methods & Statistics

3 units

This course provides a basic understanding of the importance of science research and introduces the student to research methodology including library searches, surveys, quasi-experimental, correlational, and experimental methods. Advantages and limitations of the various methodologies are explored. Students conduct a library search, design a mock experiment, and report the findings in APA format.

LBS 391 Career Planning

3 units

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.

LBS 392 Engaged Citizenship

3 units

This course is a combination of readings on the U.S. Constitution, governmental 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.

LBS 393 Science of Oceans

3 units

A course 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.

LBS 394 Exploration of World Music

3 units

This experiential course is designed to explore music as a cultural and personal expression. The goal of this class is to deepen students' appreciation of music as an art form, and to comprehend how specific periods in history play a significant role in the creation and revelation of musical expression. We will broaden our understanding and appreciation of music by exploring a variety of musical styles from around the world.

LBS 395 Spirituality & World Religions

3 units

The focus of this course is to review and analyze the nature and impact that spirituality and religion have placed upon societies around the world. This course will also scrutinize the powerful role that spirituality and religion have played in the shaping of our American psyche value system and public culture. Utilizing critical inquiry, students will study the phenomenon of change and challenge in areas such as family, education, politics and business. The class will be directed to probe spirituality and religion in light of rapid modernization and

globalization, public policy and law. In addition, spirituality and religions around the world will be explored through the ideals of varied and changing theologies, human rights, and environmental struggles.

LBS 210A Prior Experiential Learning Workshop

0 units

This one-day workshop is designed to instruct students on how to register for priors and how to document their learning in the best possible manner in order to receive credit for prior experiential learning. The workshop will cover the mechanics of the process including the following: the creation of a proposal, registration, connecting with an evaluator, submitting the documentation, etc. Also included in the workshop will be a presentation about the nature of experiential learning, the relation of theory and practical knowledge, methods of documentation, upper and lower division learning, and how to produce top-quality documentation. This will be a hands-on training session. Students are required to complete this workshop before (or simultaneously with) registration for any priors. No credit is awarded for this workshop.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings

Child Development and Education Courses

CDE 300 Child Psychology; The Effect of Trauma

3 units

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 situation's. The course will focus on the effects of trauma on children and how the symptoms and problems of trauma depend on many things including a child's life experiences before the trauma, a child's own natural ability to cope with stress, how serious the trauma was, and what kind of help and support a child gets from family, friends, and professionals immediately following the trauma.

CFS 300 Current Issues in Child, Family & Society
3 units

This course will focus on current issues in early childhood education. Early childhood education is a dynamic field with important implications for society. In this course, students will explore contemporary issues related to young children in various family structures and programs and ways to meet their needs in a fast-changing world. The course will provide an overview of the expanded body of knowledge related to childhood, families, and social impacts on the education of our youngest learners. The ways in which research has influenced social policy and the practices of early childhood education will also be explored. The course offers a broad vision of the vital role that early childhood education has in our society. In addition, students will learn and practice effective methods of sharing information with peers and families.

CFS 304 Models of Early Childhood Education
3 units

This course will survey models of established early childhood education through an analysis of historical and theoretical antecedents. Students will study the major models in the field and examine how those approaches have changed over time and what their influence is on school today. Students will look at such models as Montessori, High/Scope, and Reggio Emilia. In addition they will look at the impact of No Child Left Behind on preschools programs.

CFS 305 Curriculum Development for Young Children
3 units

This course will look at curriculum development for young children in the framework of reflective teaching practices. By combining in-depth theoretical principles with practical applications students will become familiar with methods to plan curriculum by providing for child-centered, relationship based teaching. They will reflect on their own teaching practices, requirements from their work sites, as well as state mandates.

CFS 306 Language Acquisition & Development
3 units

This course combines advanced study of cognitive, personal, and social development with the study of the psychophysical dimensions of first and second language acquisition, language structure and usage, and the developmental and socio cultural factors that affect language learning and use. Social factors influencing cognitive and social development are studied. Students review contemporary theory and research on first and

second language acquisition and use. The course also reviews current theory and research on how the variables of development, class, language, and ethnicity impact learning. In addition, the course focuses on dialects, values systems, acculturation patterns, and language environments. Also, 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.

CFS 307 Inquiry Methods
3 units

This class is designed to introduce students to the basics of research methods. Basic research tries to answer fundamental questions about the nature of behavior. Applied research is concerned with immediate practical implications. The class will address both qualitative and quantitative research methods and help students recognize how they already collect and use both types of research and both types of data daily in their preschool classrooms. As students gather, use, and discuss data and observations in the field and compare their findings to research from journal articles, they will develop skills as consumers of research. The final project will include selecting a question for inquiry and setting up the parameters for a potential research project.

CFS 310 A-E Child, Family, & Society Practicums
3 units

This practicum includes field based experience with the full developmental range of early childhood. Required placements include infant, toddler, pre-school, school-age, and literacy settings. This sequence of courses will focus on both practical and theoretical experiences with assignments specific to each developmental level. Licensing requirements for each setting will also be presented. This course sequence includes discussions on care-giving, implications for families and society.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings.

Communication and Media Courses

COM 310 Academic Writing
3 units

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.

COM 312A Advanced Academic Writing

3 units

Research, analysis, and synthesis of ideas are explored in this expanded writing course. Students will conduct self-directed primary and secondary research on various writing topics and learn a variety of referencing formats. Written argumentation, validity, and truth are explored in the critical essay, alongside classical rhetorical styles and writing mechanics. Prerequisite: COM310 or permission of instructor.

COM 317 The Language of Film

3 units

This course introduces students to the aesthetics of film. The class explores the visual grammar of cinema, studying how film is created and how it functions, both at an historical and critical level. Throughout the course students have the opportunity to analyze several films in depth, and be exposed to a variety of stylistic influences ranging from the Hollywood tradition to the International Art Cinema.

COM 350A Media Communication & Culture

3 units

History, theory, research, and issues surrounding mass communication are the subject of this course, 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.

COM 352 Public Speaking

3 units

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.

COM 355 Intercultural Communication

3 units

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.

COM 358 Group Dynamics

3 units

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.

COM 370 Analysis of Human Interaction

3 units

This course focuses on the study of interpersonal communication from a theoretical perspective. Concepts related to perception are explored as applied to self, to others, and to relationships. Other topics include verbal and non-verbal means of communication, listening, and the presentation of self. The development and dissolution of relationships, relational intricacies, competence, and enhancement are also explored along with negotiation and conflict.

COM 374 Advertising & Culture

3 units

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.

COM 375 Communication in Conflict

3 units

This course provides an introduction to the nature of conflict in a variety of contexts. Students will gain skill in analyzing the dynamics underlying specific conflicts, and in applying methods that lead to constructive outcomes. Approaches to be examined include unilateral, bilateral (negotiation) and third party (arbitration and litigation) processes.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings.

Creative Writing Courses

COM 313 Creative Writing

3 units

This is a course in writing narrative prose—short stories, novel segments, or journalistic explorations—with the goal of developing a unique personal writing voice. Students will read and discuss brief pieces of published fiction that model specific writing techniques, and they will discuss examples of student writing to identify genial turns of phrase and to offer guidance where appropriate. The course will also consist of occasional in-class or at-home exercises from the course text: prompts designed to juice the creative muse and to provide enjoyable practice in certain narrative elements.

COM 318A Creative Writing: Reinforcing Confidence

3 units

This course provides students with the opportunity to work on creative writing projects of their own choosing in a supportive, nonjudgmental atmosphere. A goal of the course is to foster confidence in one's creative center. Through class exercises students learn to release fears of expressing themselves in writing. Students also explore how they have been affected by authors that have deeply influenced them. Students develop creative writing skills as well as belief in their ability to write.

COM 319 Creative Non-Fiction Writing

3 units

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.

COM 359 Writing & Literary Theory

3 units

This course uses literary theory to examine the influence on writing of culture, politics, philosophy, ethics, technology and aesthetics. It provides a limited overview of some of the major schools of critical thought, such as: psychoanalysis, feminism, Marxism, dialogical criticism, Foucauldian analysis, New Criticism, archetypal criticism, reader response, structuralism/semiotics, phenomenology, hermeneutics, and deconstruction.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings.

Global Studies Courses

GBL 300 History of Globalization

3 units

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.

Business Management and Leadership Courses

MGT 347 Public Policy

3 units

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.

MGT 361 Global Economics**3 units**

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 Japan, Mexico, and other countries.

MGT 362 Management Information Systems**3 units**

This course covers the role of computer-based information systems in facilitating management decision-making and day-to-day operations. Emphasis is on the capabilities and limitations of information systems in the evolving technology of administration and management. Computer literacy is a prerequisite for this course.

MGT 363 Organizational Behavior**3 units**

This course focuses on human behavior in the workplace. It applies theory and research from the fields of management, human relations, industrial and organizational psychology to increase students' understanding of how environmental and psychological influences affect human performance. Topics include motivation, leadership, power, communication, conflict, decision making, job design, and organizational structure and change.

MGT 364 Human Resource Management**3 units**

This course presents an analysis of a wide range of real-life personnel and labor relations, administrative policies, processes and problems. Topics include union organization, affirmative action, wage and salary administration, complaint procedures, attitude surveys and management development.

MGT 366A Marketing Principles and Applications**3 units**

This course provides an experience-based approach to marketing theory and its practical application. Topics to be addressed and discussed from an applied point of view include: the evolution of marketing, the significance and use of marketing research, marketing segmentation, product and/or service positioning, distribution, pricing, and a variety of strategies for marketing communication and promotion.

MGT 368 Principles of Management**3 units**

This course surveys theories, concepts and techniques of management in organizations. There will be an emphasis on styles of management, organizational structure and environment, and managerial responsibilities and ethics. A recurring theme is the differences (real and perceived) between men and women managers.

MGT 369A Budgets and Finance**3 units**

This course is an introduction to the Financial Management function from the perspective of the budget manager or director. Topics presented will assist students in understanding, forecasting, and managing financial issues within an organization, and will combine theoretical and practical applications. Major topics to be covered include operating and capital budgets, financial reports, financial analysis, and fiscal controls. Prerequisite: Accounting, familiarity with electronic spread sheets required for completion of course project.

MGT 373 Technology in Business**3 units**

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.

MGT 374 Organizational Strategy and Culture**3 units**

This course explores the emerging body of knowledge related to strategic management and organizational culture. Strategic management requires an understanding of organizations from the perspective of top management. It means dealing with complex and unstructured problems in dynamic and rapidly changing social and economic environments while simultaneously understanding cultures within organizations. Using the case analysis method, students examine the strategy of an organization, the process by which strategy is formulated, and the tools and techniques by which strategy is formulated, and the tools and techniques by which strategy can be evaluated. Students also explore the organizational and personal implications of strategy as implemented within the organization. The focus is on creating "fits" between strategy, structure, and organizational culture, especially as they affect the roles of leaders and organizational members.

MGT 375 Business Ethics and Social Responsibility**3 units**

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

MGT 376 Sustainable Business Practices**3 units**

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 foot printing, 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.

MGT 377 E-business & E-commerce**3 units**

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. Students are presented a case study with explicit procedures and descriptive examples of e-business concepts and their application.

MGT 381 Small Business Development**3 units**

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.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings.

Entrepreneurship Courses

ENT 300 Entrepreneurship**3 units**

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.

Psychology Courses

PSY 320 Counseling Theory and Technique**3 units**

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.

PSY 324 Effective Interventions in Mental Health**3 units**

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.

PSY 325 Effective Interventions: Child & Adolescents
3 units

This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty and violence. Upon completion, students should be able to identify and discuss prevention, intervention and treatment strategies and available services for the major contemporary crises affecting children and adolescents.

PSY 327A Child and Adolescent Development
3 units

At the completion of this course, the student should understand the process of development from conception through adolescence at the biological, cognitive, social, emotional, and cultural levels; understand the interactions of these various facets of development in specific areas like gender roles, aggressive behavior, moral behavior, and education; and be able to apply this knowledge to practical situations.

PSY 328 Psychology of Gender & Sexuality
3 units

This course is designed to introduce students to the study of gender and sexuality with the aim of making a contribution to our collective understanding of the interconnectedness of sex, gender, and sexuality. This class will introduce you to some of the myriad ways in which psychologists and scholars in related disciplines have begun to understand the biological, psychological, social, political, and cultural meanings and implications of gender and sexuality. We will also explore the effects of oppression (sexism, heterosexism, racism, misogyny, homophobia) as well as global and transcultural perspectives.

PSY 329 Abnormal Psychology
3 units

This course will acquaint the student with the major classification of emotional disturbance, the prevalent views of psychopathology and the controversies that surround them. It will also offer a description and definition of the major neurotic, psychotic and behavior disorders, including phobias, depression, psychosomatic illness, schizophrenia, and psychopathic behavior. In addition, there will be a comparison of the medical, humanist/existential, and behaviorist models of psychopathology in terms of definition of symptomology, origin (psychogenesis) or disorder, and description of dynamics.

PSY 331 Child Development
3 units

This course will focus on the study of child development from conception and infancy through middle childhood. Emphasis will be placed upon the four major developmental domains: physical, cognitive, social, and emotional. Major theorists in the field of child development, such as Piaget, Vygotsky, and Erikson, as well as applicability of theories and concepts to practical situations in working with children, will be addressed.

PSY 332 Adolescent Development
3 units

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.

PSY 339 Positive Psychology
3 units

Positive Psychology is a newly developed field within the discipline of psychology that focuses on the promotion of mental health, as opposed to the identification of mental illness. This course will provide an overview of the scientific research of major topics in the field of positive psychology including; positive human traits (such as, happiness, love, and contentment); positive individual traits (such as, gratitude, honesty, integrity, and kindness); and social institutions (such as friendship, community, education, work, and religion). Students will engage in a personal exploration of these concepts and have the opportunity to develop effective practices in their own lives.

PSY 340 Theories of Personality**3 units**

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.

PSY 341 Transformations of Consciousness**3 units**

This course will examine some of the foundations for the transpersonal psychology movement as well as current developments in the creation of a full-spectrum model for human growth. Focus is on consciousness, dreams, new findings on the functioning of the brain, meditation and other related areas. Experiential sessions focus on integration of course material into everyday life.

PSY 343 Theories of Learning and Cognition**3 units**

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.

PSY 344 Social Psychology**3 units**

This course examines the ways the social psychology may be used to better understand such important phenomena in contemporary society as conformity, persuasion, love and aggression. Individual experience and personality development are studied in the context of such social influences as family, peers, role models, institutions, and mass media. Strategies for social change are considered, as enacted by both individuals (as in psychotherapy) and groups (as in political activism).

PSY 345 Community Psychology and Social Change**3 units**

This course applies theory and research in community psychology to the analysis of social intervention strategies used by government, professional and para-professional 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.

PSY 362 Psychopathology**3 units**

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.

PSY 364 Principles of Group Counseling**3 units**

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 non-rational group dynamics. Opportunity is provided for students to develop and demonstrate group facilitation skills.

PSY 365 Crisis Assessment and Response**3 units**

This course will present an overview of the basic 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.

PSY 368 Family Systems & Interventions

3 units

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 perspective, 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.

PSY 369 Adult Development & Aging

3 units

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.

PSY380A Issues in Chemical Dependency

3 units

This course addresses major issues related to chemical dependency and other related addictive processes. It includes a comparative study of different diagnostic, therapeutic, and theoretical approaches to the treatment of substance abuse and codependence in contemporary society.

One-Unit Seminars

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See Schedule of Classes for current offerings.

Master of Arts in Clinical Psychology

The MA in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive therapists who want to be professionally licensed as Marriage and Family Therapists (MFT). 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. As part of their curriculum students earn a portion of the 3,000 hours of supervised clinical experience required for an MFT license.

Antioch's Master of Arts in Clinical Psychology Program is designed for the working adult who wants to earn their degree. Classes are offered in three-hour blocks in the daytime and evenings year-round permitting students who follow the required course of study to complete their degree after 18 months of full-time study. Flexible options are available for those who work and have family responsibilities including some evening classes, and online classes, or half-time study (with degree completion in three years).

Master of Arts in Clinical Psychology General Description of the Program

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 California Marriage and Family Therapist license. A licensed Marriage and Family Therapist in California is able to offer psychotherapy to individuals, couples, and families with the goal of helping them to improve and maintain healthy family and interpersonal relationships.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to become competent in diagnosis, treatment planning and psychological interventions. Multicultural competence and ethical practices are also emphasized. Training in the application of psychology is a primary goal. Graduates find career opportunities in public mental health, non-profit, school, medical, and private practice settings. Some graduates continue their education

in doctoral psychology programs in clinical, counseling or family psychology.

The Clinical Psychology (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, integrated with clinical traineeships (where students learn psychotherapy skills) in community settings, makes use of experiential teaching methods that allow for "hands on" approaches to learning.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multi-cultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad based clinical skills, and the capacity for critical thinking. Unlike some programs, Antioch exposes students to a variety of theoretical orientations. Faculty are seasoned professionals, many of whom have active practices and use techniques representative of several schools of psychotherapy. 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. Discussion elicits self-disclosure in the safe, confidential, and supportive spirit of the experiential learning process which enhances self-awareness, insight, and competence as a psychotherapist.

Master of Arts in Clinical Psychology Program Outcomes

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate competencies in:

- Theoretical Foundation of Professional Psychology

- Clinical Skills
- Professional Identity including Legal and Ethical Practice
- Multicultural practice
- Clinical and professional suitability
- Critical thinking.

completed within a 73-unit degree. Degree requirements also included 150 hours of face to face hours of clinical training experience. Students awarded the degree in Clinical Psychology from Antioch University will have met the California BBS curriculum and training requirements leading up to licensure.

Program Degree Requirements

The Master's Degree in Clinical Psychology is a 73-unit degree. To complete the degree a student must meet both a unit 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 seventy-three units and six full-time quarters, or 12 half-time quarters, or the equivalent. Some of the coursework may be completed online. A full-time quarter consists of 8-15 units and a half-time quarter consists of 4-7 units. All quarters of residency must be completed for graduation

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 units of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. Units must be current and no older than 3 years. To apply for transfer credit, obtain the Permission to Transfer Units Form from the Registrar's Office.

Board of Behavioral Sciences Educational Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences curriculum requirements for licensure as Marriage and Family Therapists in the State of California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our accredited degree generally meets out-of-state requirements, most states have specific course or training requirements unique to that jurisdiction.

BBS regulations specify the coursework and professional training experience that must be

Master of Arts in Clinical Psychology Required Curriculum

PSC 501A	Theories of Psychotherapies in Context (3 units)
PSC 503	Methods of Inquiry (3 units)
PSC 504A	Lifespan Human Development (3 units)
PSC 504G	Lifespan Human Development (1.5 units)
PSC 505A	Multicultural Awareness (3 units)
PSC 505	Clinical Skills in the Multicultural Context (3 units)
PSC 506A	Psychopathology (3 units)
PSC 507A	Theory and Application of Family Therapy (3 units)
PSC 507	Clinical Skills with Families and Couples (3 units)
PSC 508	Psychological Assessment (3 units)
PSC 520A	Clinical Skills I: The Psychotherapeutic Relationship (3 units)
PSC 520B	Clinical Skills II: The Psychotherapeutic Process (3 units)
PSC 520	The Process of Group Psychotherapy (3 units)
PSC 521	Professional Seminar:

Integrating Clinical Skills
(3 units)

PSC 522	Group Theory (1.5 units)
PSC 530	Psychotherapy with Children and Adolescents (3 units)
PSC 531A	Intimate Relationships (3 units)
PSC 537A	Human Sexuality (1 unit)
PSC 538	Professional Orientation (1.5 units)
PSC 538B	Professional Ethics and the Law (3 units)
PSC 545	Substance Abuse: Prevention and Treatment (2 units)
PSC 546	Psychopharmacology for Therapists (3 units)
PSC 549A	Child Abuse Assessment & Reporting (1 Unit)
PSC 550	Domestic Violence: Prevention and Treatment (2 units)
PSC 551	Community Mental Health (3 units)
PSC 555	Advanced Substance Abuse: Co-occurring Disorders (1.5 units)
PSC 600	Applied Psychotherapeutic Techniques of Marriage and Family Therapy (10 units)

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy. 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. A completed Psychotherapy Documentation form is filed with the Registrar to verify completion of the personal psychotherapy requirement. 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 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 has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor. 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 emphasis in Marriage and Family Therapy. Concentrations

generally require additional academic units and course work in addition to the ones minimally required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees

Currently the program offers a concentration in Healthy Aging and a concentration in **Latino Mental Health**.

The concentration in Latino Mental Health includes courses designed to develop proficiency in providing mental health services to Spanish speaking Latino consumers. The courses required as part of that curriculum include:

PSC 511 Latino Mental Health
(3 units)

PSC 512 Clinical Skills in the Latino Context
(3 units)

PSC 514 Process of Bilingual Therapy
(3 units)

PSC 515 Clinical Skills with Latino Families
(3 units)

PSC 516 Process of Bilingual Group Therapy
(3 units)

The concentration in **Healthy Aging** is designed to develop proficiency in providing counseling services to older adults and their families. The courses required as part of the curriculum in Healthy Aging include:

PSC560 Healthy Development Throughout the
Aging Process (3 units)

PSC561 Social, Cultural, and Systemic
Aspects of Aging (3 units)

PSC562 Clinical Skills with Older
Adults (3 units)

PSC563 Loss and Bereavement (2 units)

PSC564 Elder Abuse: Detection and
Prevention (1 unit)

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 611) in order to meet a program requirement, or to pursue an interest not covered by the program curriculum. 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. 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 thirty-three hours of study). Finally evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Classes in the MAP 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 students to use their personal experience in the classroom. 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).

The Clinical Traineeship

The clinical traineeship takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from many schools and disciplines. The program 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 Psychology Program maintains training agreements with over 100 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 150 hours of face to face client contact within the required traineeship units needed to graduate from the program. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Additional hours are accumulated post-graduation as a registered MFT Intern.

To be eligible for traineeship, students must attend a traineeship orientation meeting and have completed the following:

- 18 or more course units
- PSC 538 Professional Orientation
- PSC 538B Professional Ethics and the Law
- PSC 520A Clinical Skills I
- PSC 501A Theories of Psychotherapy

Students should also be familiar with Antioch University traineeship procedures and the regulations governing the practice of marriage and family therapy as defined by the BBS. Detailed information on procedures and regulations affecting trainees may be found in the Antioch University Santa Barbara "Traineeship Guidelines" document, which is kept updated and available electronically. It is also recommended that students consult the BBS website for a copy of the licensing regulations (<http://www.bbs.ca.gov>).

The Traineeship Application Process and Documentation

Students should check the required schedule of classes for the quarter in which they may begin their traineeships. Prior to this quarter, students participate in a traineeship orientation meeting. This is also the time to examine the Antioch-approved sites, contact the site for an application or interview, select a training site, and enroll in PSC600. Students are responsible for seeking and identifying traineeship sites on their own. The program Director of Clinical Training and Student Advisor are both available to provide consultation in this process.

Upon acceptance to a traineeship site, the appropriate forms must be completed (available electronically). 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 copies are distributed to all signers. At the end of each thirteen-week period the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Students receive academic credit based upon hours worked. Hours are accrued and paperwork retained by the student for future application for BBS licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All 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.

Registering for Clinical Traineeship

Students are automatically registered for traineeship after they complete the 18 required units. For each 33 hours of anticipated work to be completed in a 13-week quarter, students may earn 1 unit of academic credit for that quarter. Credit for traineeship is awarded at the end of each quarter after the End of Quarter Evaluation is received by the MACP Director of Clinical Training. Hours of experience are listed on the form and verified by the Supervisor. The student is responsible

for making sure the completed evaluations reach the Director of Clinical Training by the first week of the next quarter. Failure to submit an evaluation within one quarter will result in a loss of units.

Hours of clinical training may only be accumulated while actively enrolled, either by registering for PSC 600 or by registering for Enrollment Maintenance Status. In the latter case the student registers for PSC 600 for zero units. Students may not call themselves Trainees, nor may hours of experience be accumulated, while on a Leave of Absence from the program.

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 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 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 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.

Master of Arts in Clinical Psychology Course Descriptions

PSC 501A Theories of Psychotherapy in Context **3 units**

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.

PSC 503 Methods of Inquiry: Evaluating Approaches to Psychological Knowledge **3 units**

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.

PSC 504A Lifespan Human Development **3 units**

This course examines the process of human growth and development throughout the lifespan with an emphasis on how developmental models inform the work of the clinician. Students will learn the use of developmental, family, socio-economic and cultural context in their conceptualizations of psychological health and psychopathology. Particular attention is paid to the transitions between developmental periods.

PSC 504G Lifespan Human Development: The Older Adult **1.5 units**

This course meets the ten-hour BBS requirement for the study of the biological, psychological and social aspects of aging from an holistic perspective. Students will learn to identify red flags, assess common disorders such as depression and dementia, as well as incorporate positive components that contribute to healthy aging. Students will learn how to consider and implement treatment options for elderly clients and

their families, as well as working with community supports and making community referrals.

PSC 505A Multicultural Awareness: Self, Culture and Context **3 units**

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.

PSC 505 Clinical Skills in the Multicultural Context **3 units**

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.

PSC 506A Psychopathology **3 units**

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.

PSC 507A Family Systems Theories **3 units**

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.

PSC 507 Clinical Skills with Families and Couples **3 units**

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.

PSC 508 Psychological Assessment: Evaluating Individuals and Systems in Context
3 units

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 is addressed. Students will learn to administer level B instruments and to interpret them within the cultural, developmental and systemic context of the individual.

PSC 511 Latino Mental Health
3 units

The course focuses on the understanding of the sociopolitical context of Latinos and its effects on the mental health and psychosocial development of Latino adults, families and children within the social context. The course addresses multicultural issues such as Latino subgroup differences, immigration, acculturation, family values, gender socialization, and language and how these variables relate to providing culturally responsive therapy.

PSC 512 Clinical Skills in the Latino Context
3 units

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 Latino cultural context and healing practices.

PSC 514 Process of Bilingual Therapy
3 units

This course focuses on developing fluency and clinical competency in psychotherapy with the Latino client using learning methods. Skills are developed for differentiating between content and process and for working with client affect, resistance and defense, transference and counter transference as they relate to the bilingual Latino client.

PSC 515 Interventions w/ Latino Couples & Families
3 units

This experiential course focuses on the applications of systems theories to Latino couples and families. Students will learn assessment and intervention techniques that consider the systemic context of the client with the aim of changing family interaction patterns.

PSC 516 The Process of Bilingual Group Psychotherapy
3 units

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.

PSC 520 Process of Group Psychotherapy
3 units

The course integrates theories and concepts learned in the group theory course through an experiential group process oriented learning model. Students will learn the curative power of group therapy, leadership skills and treatment strategies through instructor facilitated groups that include group participation and group facilitation practice opportunities.

PSC 520A Clinical Skills I: The Psychotherapeutic Relationship
3 units

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.

PSC 520B Clinical Skills II: The Psychotherapy Process
3 units

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.

PSC 521 Professional Seminar: Integrating Clinical Cases
3 units

In the capstone class, students integrate their prior learning from coursework and skills acquired in clinical training experiences to develop advanced clinical case conceptualization and treatment planning skills. Professional development and career options are explored and students learn the importance of ongoing supervision as an essential element in the development of one's professional

identity. A final professional paper is submitted as a graduation requirement.

PSC 522 Group Theory

1.5 units

This course serves as an introduction to the theories and concepts of group psychotherapy including stages of group development, membership and dynamic processes.

PSC 530 Psychotherapy with Children and Adolescents

3 units

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.

PSC 531A Intimate Relationships

3 units

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.

PSC 537A Human Sexuality

1 unit

In this course students examine current topics including biological, psychological, psychosocial and cultural aspects of sexuality. Students explore their own personal values regarding sexual behavior as it relates to clinical practice.

PSC 538 Professional Orientation

1.5 units

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.

PSC 538B Professional Ethics and the Law

3 units

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.

PSC 545 Substance Abuse: Prevention and Treatment

3 units

This course provides an overview of the critical topics in the field of substance abuse, dependence and treatment. Topics include a classification of the major substances of abuse; discussion of the theories and models of addiction; summary of current approaches to assessment, diagnosis and treatment; and working with diverse populations.

PSC 546 Psychopharmacology for Therapists

3 units

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

PSC 549A Child Abuse Assessment & Reporting

1 unit

This course meets the BBS seven-hour requirement for the study of assessment and mandated reporting of child abuse of various types. Physical and behavioral indicators of abuse and trauma, crisis counseling techniques, community referral resources, and treatment issues are also covered.

PSC 550 Domestic Violence: Prevention and Treatment

2 units

This course examines the causes and consequences of the cycle of violence within intimate relationships. Topics include the psychology of abuse, assessment of violence and its traumatic effects, community resources and methods for prevention, recovery, and treatment.

PSC 551 Community Mental Health**3 units**

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.

PSC 555 Advanced Substance Abuse: Co-occurring Disorders**1.5 units**

This course examines the evaluation and treatment of individuals with co-occurring mental illnesses and substance abuse disorders. Topics include diagnosing common co-occurring disorders, risk factors for development, and the interrelationship of these disorders. Students will learn about making referrals for both disorders and the treatment approaches for those with a dual diagnosis.

PSC 560 Healthy Development Throughout the Aging Process**3 units**

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.

PSC 561 Social, Cultural, and Systemic Aspects of Aging**3 units**

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.

PSC 562 Clinical Skills with Older Adults**3 units**

This course will focus on how clinicians can use economic, social, and community resources to

support active and productive aging. Students will learn to use counseling interventions as well as social support and informal networks of caregiving as a means to support adjustment in older adults. Family, community, recreational, and vocational interventions as opportunities for healthy aging are discussed.

PSC 563 Loss and Bereavement**2 units**

This professional counseling course focuses on issues related to the loss of physical and cognitive functions, dying, and death and other losses that naturally accompany the aging process. 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 context.

PSC 564 Elder Abuse: Detection and Prevention**1 unit**

In this course students will learn indicators of elder abuse and trauma, its prevention and how to meet their professional responsibilities as mandated reporters.

PSC 600 Applied Psychotherapeutic Techniques of Marriage, Family and Child Counseling**9-12 units**

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 150 hours of face-to-face counseling experience with individuals, couples, families, and/or groups. Pre-requisites include 18 units of course work, including PSC 501A, 520A, 538 and PSC 538B. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

PSC 650B Practicum I - Clinical Evaluation and Crisis Management**2 units**

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.

PSC 650C Practicum II - Diagnosis and Treatment Planning

2 units

In this practicum course students will focus on the assessment and diagnosis of psychological disorders. Students will learn to write a basic treatment plan that addresses goals for psychotherapy and to make community referrals for collaborative treatment services. Students working in a training site will discuss cases in class with a focus on evaluation and treatment planning.

PSC 650D Practicum III- Clinical Interventions

2 units

This practicum classes focuses on providing individual and family interventions, including the use of evidence based treatments and the effects

of trauma. A systemic perspective is emphasized that examines social, community, family and cultural systems points of intervention and as they interface with psychological health, resiliency, and wellness.

PSC 650E Practicum IV - Integrating Clinical Skills

3 units

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 (stages) of psychotherapy, to write case conceptualization reports, to document short and long term plans and terminate treatment effectively.

Master of Arts in Education

Mission

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been the education of the whole person—character, intellect and spirit. The two Master's Programs in Education continue the tradition of social justice and equity in education.

Master of Arts in Education/ Teacher Credential Program (MAE/TC)

In response to the need for quality teachers in California, Antioch University Santa Barbara offers three-credential programs approved by the California Commission on Teacher Credentialing (CTC). As part of the Master of Arts in Education and Teacher Credentialing Program (MAE/TC) candidates can earn either a multiple subject credential, a multiple subject with an education specialist credential for mild/moderate disabilities or, under certain conditions, clear their preliminary multiple subject or secondary credentials. Teachers holding a CA Multiple Subject or Secondary credential can add the Ed Specialist for Mild Moderate Disabilities as an additional authorization.

Antioch University recognizes that good teaching requires a complex set of knowledge and skills that take commitment and time to develop. In order to develop this competence, Antioch offers its Master of Arts in Education degree program in combination with credential preparation. The first year courses provide the theories, content knowledge, and skills for good practice. The master's curriculum allows students to deepen their knowledge about teaching and learning to develop an area of expertise the confidence to maintain

their vision and the skills to provide leadership and mentorship within the school community.

The MAE/TC Program seeks to prepare competent, effective teachers, with research-based practice, who have the professional skills to influence change in their schools, and to address social justice and ecological literacy through education. Candidates learn to create classrooms and school communities where *all* members learn and develop as whole human beings. The MAE/TC Program provides theories, teaching methods and experience appropriate for effective work in low-performing schools where inequities and environmental problems are most prominent.

Antioch's MAETC Program provides an exciting alternative to traditional programs by emphasizing not only rigorous academic standards and active local and world citizenship, but also the development of the teacher as a whole person with a full year of actual classroom experience. Teaching our children has an immeasurable purpose: To prepare new citizens who can and will actively participate in the continual reconstruction of a democratic society by using their voices for social justice and a sustainable future.

Multiple Subject Credential

Antioch University prepares elementary school teachers who specialize in teaching literacy as empowerment, are knowledgeable about building character and citizenship skills, and are prepared to engage in school reform. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems humankind depends upon for its continued survival.

Title II: Federal Reporting Requirement: The Federal Government requires all teacher preparation programs to publicly report particular student outcomes and to describe certain aspects of their programs. In academic year 2009-2010, at Antioch Santa Barbara, 9 multiple subject program completers took and 8 passed the Reading Instruction Competence Assessment (RICA) prior to June 2010. The ninth student subsequently took and passed the RICA. The percentage of candidates that took and passed RICA was 100%. The number of candidates that completed one or more courses in the multiple subject credential program was 9, and 2 in the Ed Specialist mild/moderate program. Nine candidates completed one or more supervised student teaching placements in the multiple subject program. Two candidates completed one or more supervised student teaching placements in the Ed specialist mild/moderate program. No candidates received credit for supervised student teaching while working under an Emergency Permit. The number of student teacher supervisors employed at any one time was three and the ratio between student teachers and full time supervisors was three to one. The minimum hours of required student teaching was 600. This teacher preparation program is accredited by the State of California, and is not designated as a "low performing program" as defined by the State.

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) prepares all credential candidates to use research based theories of learning, connect assessment and instruction, value collaboration among professionals and families, and actively resist cultural, economic, and racial bias.

Antioch considers teaching one of the most important professions, and ranks teacher preparation among its highest priorities.

Education Specialist Mild/Moderate Credential

Candidates who wish to add the Ed Specialist for Mild Moderate Disabilities to their Multiple Subject preparation participate in a well-defined sequence of study designed to integrate the knowledge skills and dispositions required to meet the CA Commission on Teacher Credential requirements for both credentials. Candidates pursuing dual credentials are expected to be strong students, maintaining satisfactory progress in academic performance. Moreover, Antioch's special education candidates work as a team with their Multiple Subject cohort to support *all* learners in a continuum of services and programs, including the general education classroom.

Program Objectives

- Provide a program that encourages the development of candidates' professional identities as educators. Through the study of psychology, philosophy, pedagogy, and structures of schooling, candidates deepen their knowledge by engaging in reflection about a teacher's important roles as child advocate, school reformer, social change agent, and environmental advocate.
- Produce elementary school teachers with demonstrated expertise in teaching reading instruction. Candidates learn research-based reading theory and validated methodology, which are practiced in supervised settings.
- Produce teachers skilled in social-emotional development and citizenship. Candidates learn contemporary models of the caring learning community, and develop expertise in the inculcation of positive social skills. They also learn how to help their students work collaboratively to identify and construct effective alternatives to racism and injustice. Conflict resolution and mediation methods enhance candidates' classroom management and organizational skills.

- Produce information literate teachers. Candidates demonstrate competency in contemporary technologies to access and manage information by doing so as part of their learning in the program. They also demonstrate effective technology use in the classroom, including multi-media presentations, Internet use, assistive technologies for students and online communication.

- Familiarize candidates with global, environmental interdependence. Candidates study the impact of human activity on the natural environment and become thoroughly familiar with the need (both pragmatic and philosophical) to teach respect and love of the natural world. Candidates learn to teach in the context of real problems and solutions in the living laboratory.

- Provide candidates with study of School Reform and Educational Leadership. The systematic Master's level study of effective schooling, school restructuring, and organizational change provides candidates with strong leadership skills.

Provide a social and professional support system for teachers' lifelong learning.



Program Design

The Master of Arts in Education & Teacher Credentialing Program is primarily a two year cohort model, with multiple program options. It begins in summer of the first year and ends in the summer of the second year, with four full time quarters, summer through spring, followed by a quarter Leave of Absence, followed by four half time quarters, fall through summer. The first year of study includes a full school year of fieldwork concurrent with carefully sequenced

coursework. After the first four full time quarters of successful performance, multiple subject candidates are eligible for the California State Preliminary Multiple Subject Teaching Credential. Strong candidates may earn both the Preliminary Multiple Subject and the Preliminary Ed Specialist Credential for Mild Moderate Disabilities during the first four quarters. In their second year of the program, candidates continue their study as part time students to earn the MA in Education degree and if eligible, the CA Clear Credential. A second option for adding the Preliminary Ed Specialist credential is available. With successful completion of the Multiple Subject Credential in the first year, candidates may choose to add the Ed Specialist credential as they proceed with the second year course of study. Teachers who already hold a multiple subject or single subject credential may earn the Preliminary Ed Specialist for Mild/Moderate Disabilities as part-time students or as Interns while they earn the Masters in Education Degree or as a stand-alone program. In addition, Antioch University, Santa Barbara offers a stand-alone MA in Education degree in five quarters (MAEx), beginning in summer and ending the following summer. Experienced educators and other organizational leaders who are interested in the stand alone MA degree in Education may earn the degree in six quarters as described in the section for the MAEx program.

Requirements

Requirements for the Preliminary Credentials

- Successful completion of all courses in the required sequence of instruction
- Passage of the RICA
- Successful completion of student teaching
- Completion and documentation of the U.S. Constitution requirement
- Recommendation by the Program Chair

Requirements for Student Teaching

- TB Test
- Certificate of clearance
- Official copies of all college transcripts documenting BA Conferral
- Successful passage of CSET
- Successful completion of Quarter 1 and Quarter 2 required coursework

- Advancement to student teaching

Requirements for the Clear Credential (for the multiple or single subject credential)

- Preliminary Credential
- Successful completion of an Approved Induction Program

Requirements for the MA Degree

- Completion of residency requirement or equivalent: 4 full time quarters and 4 half time quarters
- Successful completion of core MA curriculum and accompanying units
- Successful completion of Master's thesis/project

Field Experience

The carefully sequenced Field Practicum/Student Teaching Curriculum provides a structure for candidates not only to put into practice what they learn at the university campus, but also to reflect critically on that practice. In each placement, candidates learn to work effectively with diverse students—a primary objective of the program. They practice research-based teaching strategies in the classroom and appropriate differentiated instruction to meet the academic and social needs of all students.

The Field Practicum/Student Teaching Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC Program, the professional development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances their social change skills. Through reflection and application of theory, research, pedagogy, personal philosophy, and interpersonal interaction candidates construct their professional theory of practice. Moreover, candidates learn how to identify the specific needs of different communities and to work with them in responsive ways. Finally, candidates contribute their excitement to those communities about teaching, enthusiasm about learning, and optimism and vision about social change. All candidates begin the graduated Field

Practicum/Student Teaching Curriculum during their first quarter of enrollment. Their instructional tasks are developmentally sequenced, increasingly preparing them for full-time teaching responsibilities. All university supervision of student teaching is conducted by Program faculty who are thoroughly familiar with the mission and learning objectives of the entire Program. University Field Supervisors also participate in the required concurrent professional seminar at the university campus.

Candidates in the Education Specialist Mild/Moderate Program who are teachers with intern credentials may use their own classrooms to satisfy most of the fieldwork requirements. They are supervised by district appointed personnel as well as university field supervisors. They may choose to take two years rather than one to fulfill the requirements for the Preliminary credential.

Multiple Subject Curriculum

Quarter 1: Summer

Total 20 units (14 MA)

Prerequisites to the program:

HDV 455	Child Development and Learning (3 units)
HDV 458A	Language Development and Acquisition (3 units)
TEP 601B	Teaching & Accommodating Students with Disabilities (1 unit)
TEP 505	Reading Instruction in Elementary School Classrooms (3 units) (starts Sept. ends Dec.)

Core courses:

TEP 537	Mediation and Conflict Resolution in Schools (3 units)
TEP 536	Foundations of Social Justice Education (4 units)
TEP 536A	Foundations of Social Justice Education Lab (1 unit)
TEP 601A	Social & Legal Dimensions of Special Education (2 units)

Quarter 2: Fall

Total 19 units

TEP 507	Real World Mathematics (3 units)
TEP 519A	Educational Technology (3 units)
TEP 533	Field Practicum (10 units)
TEP 538	Classroom Organization: Theory and Practice (3 units)
TEP 601B	Teaching & Accommodating Students with Disabilities (1 unit)

Quarter 3: Winter

Total 21 units

TEP 504	Social Science and Children's Experience (3 units)
TEP 511	Language Arts Curricula: Theory & Methods (3 units)
TEP 512A	Student Teaching with Professional Seminar (12 units)
TEP 513	The Arts in Culture and Learning (3 units)

Quarter 4: Spring

Total 18 units

TEP 602A	Advocacy and Activity for Healthy Children (3 units)
TEP 510	Science: Discovery Teaching, Action Learning (3 units)
TEP 515A	Student Teaching with Professional Seminar (12 units)

--Preliminary Credential Completed--

Quarter 5: Fall

Total 7 units

TEP 613A	Sociological and Curricular Perspectives of Schools as Organizations (4 units)
TEP 614	Foundations of Educational Research (3 units)

Quarter 6: Winter

Total 7 units

TEP 616	Critical Evaluation of Educational Research (3 units)
TEP 618	Leadership in Educational Reform (4 units)

Quarter 7: Spring

Total 6 units

TEP 619	Producing and Disseminating Educational Research (3 units)
TEP 631	Resilience and the School Community (3 units)

Quarter 8: Summer

Total 6 units

TEP 621A	Thesis Study (6 units)
----------	------------------------

**-MASTER OF ARTS IN EDUCATION DEGREE
COMPLETED-**

Education Specialist Mild/Moderate Curriculum

***Courses may be waived if candidate possesses a multiple or single subject credential.**

Quarter 1: Summer**Prerequisites to the program:**

*HDV 455	Child Development and Learning (3 units)
*HDV 458A	Language Development and Acquisition (3 units)

Core courses:

Total 22 units (16 MA)

*TEP 537	Mediation and Conflict Resolution in Schools (3 units)
*TEP 536	Foundations of Social Justice Education (4 units)
*TEP 536A	Foundations of Social Justice Education Lab (1 unit)
*TEP 601A	Social & Legal Dimensions of Special Education (2 units)

TESE 601C	Individualized Educational Design and Policy Implementation (2 units)
-----------	---

TESE 536A	Exploratory Practicum in Special Ed I (1 unit)
-----------	--

*TEP 505	Reading Instruction in Elementary School Classrooms (3 Units) (starts Sept. ends Dec.)
----------	--

Quarter 2: Fall

Total 20 units

Total 8 units (for students with a basic teaching credential)

*TEP 507	Real World Mathematics (3 units)
----------	----------------------------------

*TEP 533	Field Practicum (10 units)
----------	----------------------------

TESE 538	Comprehensive Behavior Assessment and Positive Behavior Support (3 units)
----------	---

TESE 601C	Individualized Education Design and Policy Implementation (2 units)
-----------	---

TESE 536A	Exploratory Practicum in Special Ed I (1 unit)
-----------	--

TESE 536B	Exploratory Practicum in Sp Ed II (1 unit)
-----------	--

*TEP 519A	Educational Technology for Universal Design (3 units)
-----------	---

Or

TESE 519B	Assistive Technology (1 unit)
-----------	-------------------------------

Quarter 3: Winter

Total 19 units

Total 10 units (for students with a basic teaching credential)

TESE 509	Assessment in Special Education (3 units)
----------	---

TESE 516	Understanding and Teaching Students with Mild and Moderate Disabilities (4 units)
----------	---

TESE 512A	Student Teaching Mild/Moderate with Professional Seminar I (12 units)
Or	

TESE 512B	Student Teaching Mild/Moderate with Professional seminar I (3 units)
TESE 519B	Assistive Technology (1 unit)

Quarter 4: Spring

Total 23 units

Total 11 units (for students with a basic teaching credential)

TESE 517	Understanding and Teaching Students with Mild Moderate Disabilities II (4 units)
TESE 518	Family Dynamics and Communication for Special Education Services (3 units)
TESE 515A	Student Teaching Mild/Moderate with Professional Seminar II (12 units)
	Or
TESE 515B	Student Teaching Mild/Moderate with Professional seminar I (3 units) (for candidates earning the Ed Specialist only)
TESE 541	Introduction to Autism Spectrum Disorder (1 unit)
TEP 602A	Advocacy and Activity for Healthy Children (3 units)

--Preliminary Credential Completed--

Quarter 5

Total 7 units

TEP 613A	Sociological and Curricular Perspectives of Schools as Organizations (4 units)
TEP 614	Foundations of Educational Research (3 units)

Quarter 6

Total 7 Units

TEP 616	Critical Evaluation of Educational Research (3 units)
TEP 618	Leadership in Education Reform (4 units)

Quarter 7

Total 7 units

TEP 619	Producing and Disseminating Educational Research (3 units)
TEP 631	Resilience and the School Community (3units)

Quarter 8

Total 6 Units

*Master of Arts in Education Degree Completed

TEP 621	Thesis Study (6 units)
---------	------------------------

Requirements

California Professional Clear Credential (9 units)

In addition to the curriculum above, a candidate eligible for induction, but for whom an approved Induction program is not available may take TEP 622 A-C, Professional Inquiry and Collegial Observation (1 unit each), along with other required courses to meet the advanced professional development standards, to qualify for the clear credential. This is a one year program of reflection, collegial support and demonstration of applied teaching skills in the areas of Pedagogy for Universal Access and Equity, Teaching English Learners and Special populations, and content-specific pedagogy.

TEP 622 A-C	Professional Inquiry and Collegial Observation (3 units)
TEP 617AA	Equity and Access for Special Populations (1 unit)
TEP 617D	Differentiated Instruction for Universal Access (2 units)
TEP 631 A	Resilience Education (1 unit)
<u>OR</u> TEP 631	(3 units)
TEP 531	Enhancing English Language Development with Literature (2 units)

Master of Arts in Education Social Justice & Educational Leadership Emphasis (MAEx)

Students in the MAE in Social Justice and Educational Leadership (MAEx) Program will gain knowledge and skills to affect change in our schools. Leaders need to have a critical understanding of the schools and other

organizations as systems in historical and contemporary social contexts. They will learn to navigate these systems with a critical perspective and to develop skills to facilitate change.

The program provides students learning experiences that will help them:

- Learn practical theories of organizational change, renewal and reform particularly in relation to the improvement of schools and other organizations
- Understand the role of research and the debates that underlie theories, ideologies, and pedagogies
- Be prepared to be activists in the school reform movement in California and the nation
- Learn an array of theories and skills to create classrooms and schools built upon mutual respect and care
- Be able to perform historical, sociological, and political analyses of school and organizational structures
- Work with student study teams, school management, budget committees, and parents or other entities of significance
- Identify and participate in self-directed learning as a professional
- Design and complete an in-depth project in their chosen area and
- Advocate for all children, specifically to right injustices in education and society.

Program Design and Pedagogy

The program provides a constructivist, 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. Because leadership requires significant self-knowledge related to communication. Students have an opportunity to explore topics of personal and professional interest

and to examine their potential roles as leaders in a reflective, community of learners. Students will have many opportunities to reflect on their own strengths and challenges, to examine their own reasoning, values, and interpersonal skills. Students in this program may be educators practicing in alternative settings such as museums, Higher Education settings, Health settings.

Unit Requirement

The minimum number of units for the degree is 45. All students complete all core courses, which consist of 30 units. The remaining 15 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.

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

Residency Requirement

The program's minimum residency requirement is the equivalent of two full time quarters plus three half-time quarters, typically beginning and ending in the fall quarter. Residency can also be organized as 3 full-time and 1 half-time quarter for a fall-summer completion.

Curriculum Requirement

During the first quarter of the program, students enroll in a three unit introductory course on Social Justice and Educational Leadership. This course offers students the opportunity to assess their current understanding of the reform movement, and learn about social justice issues in educational leadership. This first quarter is a full time intensive experience that includes not only academic courses but also the building of a collegial community with others in the program.

In each of five quarters, students enroll in one research course. These courses begin with an overview of educational research practices and build throughout the program as students engage in their own research. In each of the first three quarters, students also enroll in required curricular and leadership courses focusing on school reform from historical, social, political and current perspectives. These core courses are designed to give all students a solid background and working knowledge of 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 practica during which they put into practice what they are learning in the research and theory courses. These practica can be in a student's place of employment if it supports the application of course content.

In addition to the core curriculum, students enroll in 15 Units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules.

Students who need to fulfill 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.

The curriculum is designed with one preferred entry quarter each year—beginning in September. During this fall quarter students will be enrolled in some of the same courses as the credential students in their 5th quarter of the Master's in Education/Teacher Credential Program. This is done deliberately to engage beginning teachers in dialog with experienced teachers as the newly credentialed teachers begin their first jobs in schools.

Thesis Requirement

Candidates in the MAE program complete a thesis describing the research done throughout the program. The research course sequence prepares them to write the literature review, method section, data analysis and discussion of their research projects. The final degree is conferred upon completion of all requirements described above, including the documentation of completion of the written thesis.

Quarter 1: Early Fall

Total 10- 12 units

TEP613A A Sociological and Curricular Perspectives of Schools as Organizations (4 units)

TEP614 Foundations of Educational Research (3 units)

TEP 630 Social Justice and Educational Reform (3 units)

Electives (0-2 units)

Quarter 2: Fall

Total 7-9 units

TEP616 Critical Evaluation of Educational Research (3 units)

TEP618 Leadership in Educational Reform (4 units)

Electives (0-2)

Quarter 3: Winter

Total 6-12 units

TEP619 Producing and Disseminating Educational Research (3 units)

TEP 631 Resilience and School Community (3 units)

Electives (0-6 units)

Quarter 4: Spring

Total 6-12 units

TEP632 Practicum in Educational Inquiry (3 units)

Electives (3-9 units)

Quarter 5: Summer

Total 6-12 units

TEP621A Thesis Study (6 units)

Electives (0-6 units)

Total MAEx units: 45

Master of Arts in Education Course Descriptions

HDV 455 Child Development and Learning

3 units

This class integrates current intermediate-level child development theory and research with elementary and middle school teaching practice emphasizing the cognitive, social, moral, and emotional domains. Candidates review contrasting claims concerning what, how, and why children learn. They collect and interpret developmental data through mini case studies, making connections between the implications of developmental research on methods of teaching as well as other forms of interactions with students.

HDV 458A Language Development and Acquisition

3 units

This course combines the study of cognitive, personal and social development with the study of the psychophysical dimensions of first-and second-language acquisition, language learning and use. The course also reviews current theory and research on how the variables of development, class, and ethnicity impact language learning. Relevant federal and state laws, policies, and legal requirements governing the education of second-language students are studied, and school based programs are examined.

TEP 504 Social Science and Children's Experience

3 units

In this course, candidates will learn methods to make social studies a meaningful and powerful part of their classroom curriculum. Candidates will gain familiarity with developmentally-appropriate social studies topics and activities, and how to substantively integrate social studies with other disciplines in order to support more connected and effective learning experiences while addressing the state-adopted content standards for Social Science. Candidates will learn how to engage students in social science inquiry and problem solving by developing significant themes and posing essential questions that require extended study and critical thinking in the areas of history, politics, culture, geography, community development, social justice, and the environment. Candidates will learn how to support and guide their students with resources that will help them research and construct knowledge on these topics, and take social or political action when it is warranted. Candidates will help students

understand events and periods from multiple perspectives. They will examine ways to make the curriculum accessible to all of their students, including children with different learning styles and English language learners. They will also learn how to include family members, community members, and local neighborhoods as resources for curriculum development.

TEP 505 Reading Instruction in the Elementary School Classroom

3 units

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.

TEP 507 Real World Mathematics

3 units

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.

TEP 510 Science: Discovery Teaching, Action Learning

3 units

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.

TEP 511 Language Arts Curricula: Theory and Methods

3 units

This course is designed to expand the credential candidates' foundational learning from TEP 505 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 California Language Arts Content 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. 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.

TEP 512A Student Teaching with Professional Seminar I

12 units

The professional seminar is part of on-going professional development within the Antioch University Teacher Education and Master's degree program. The course provides teacher candidates with the support and critical feedback necessary for them to connect their field work to the Antioch Domains of Practice, educational theory and methods. Participants develop their professional support network by reviewing and discussing issues that arise in their placements, both positive and negative, and to listen to each other with patience and care. A weekly small group seminar is used to discuss culturally responsive procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine candidate's questions in a supportive, problem solving context. (Lab fee required for the Performance Assessment for California Teachers, PACT) *(Lab fee required for the Teaching Performance Assessment)*

TEP 513 The Arts in Culture and Learning

3 units

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. While studying artistic perception and creative expression, candidates learn to make informed judgments about the arts and to teach students to do so as well. 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 engage in direct art making activities, reflective writing and discussion and attend arts education activities in the community in order to better understand these strategies and processes and use them effectively in elementary and middle school classrooms. Music and its role in the classroom is also addressed.

TEP 515A Student Teaching with Professional Seminar II

12 units

Candidates continue to engage in on-site daily student teaching 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. They plan how they will start the year in their own classroom and discuss employment options. Candidates complete the Program Portfolio. Culturally-responsive instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context. *(Lab fee required for the Teaching Performance Assessment)*

TEP 519A Educational Technology for Universal Design

3 units

The purpose of this course is to empower credential candidates, develop skills, and gain knowledge enabling them to use technology as a teaching and learning tool in today's schools. Issues surrounding technology in the classroom will be discussed, including the Digital Divide, gender and equity issues, safe Internet use, social networking, and the effectiveness of technology as an educational tool. Strategies will be developed to integrate educational technology to support curricular standards. Special attention will be given

to universal design as technology becomes a powerful way to address accessibility. Candidates will also learn cutting edge hardware and software use as it pertains to effectiveness in teaching and learning.

TEP 525 Physical Education and Movement
1 unit

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 using assessment in physical education. Modifications of activities will be examined and practiced for English Learners and students with physical disabilities.

TEP 531A Enhancing English Language Development with Literature
2 units

In this intensive course, candidates will use children's literature to enhance all students' access to the core curriculum, particularly English Learners. In addition, candidates will practice using children's literature to develop the thinking, reading, and speaking skills of English Learners. Part of this practice will include how to use literature and Literature Circles to advanced students' thinking about issues of prejudice, fairness, and equity. Finally, candidates will learn to evaluate a wide variety of children's literature in terms of its appropriateness for and accessibility to students of diverse cultures and languages.

TEP 533 Field Practicum
10 units

This field practicum is designed as a laboratory for TEP 505, 507 and 538. 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 practice. *(Lab fee required for the Teaching Performance Assessment)*

TEP 536 Foundations of Social Justice Education
4 units

This course provides an orientation to the philosophies of teaching and learning that guide the MAE/TC Program. 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. Candidates learn to engage students in democratic action.

TEP 536A Foundations of Social Justice Education Lab
1 unit

This course supports the field aspects of TEP 536 Foundations of Social Justice Education. Candidates work in schools to fulfill the fieldwork assignments within TEP 536.

TEP 537 Mediation and Conflict Resolution in Schools
3 units

In this highly experiential course, candidates learn and practice mediation and conflict resolution strategies for working with groups common to classrooms and schools, as well as individuals. Emphasis is placed on using these skills and strategies with children, peers, and colleagues who may differ from the self in terms of culture, age, ethnicity, language use, gender, sexual preference, social class, and professional position.

TEP 538 Classroom Organization Theory and Practice
3 units

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.

TEP 601A Social & Legal Dimensions of Special Education
2 units

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.

TEP 601B Teaching & Accommodating Students with Disabilities
1 unit

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.

TEP 602A Advocacy and Activity for Healthy Children
3 units

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.

TEP 613A Sociological and Curricular Perspectives in Schools as Organizations
4 units

Research on organizations as "systems" is studied from both business and education literatures. Candidates develop familiarity with how these systems operate and perpetuate themselves. Candidates embark on a sociological study of the antecedents (historical, social, political, economic, and cultural) of elementary and middle schools. The structural, political, cultural and symbolic dimensions of schools are identified and critically analyzed. Each candidate conducts an organizational analysis of a school. Particular emphasis is placed on the roles teachers can take in educational organizations. Students' basic assumptions about schools are deconstructed.
Prerequisite(s): teaching credential or equivalent.

TEP 614 Educational Research Methods
3 units

This course is designed to introduce students to the issues central to educational research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course includes exposure to various research designs and key elements of critical evaluation. Students explore both laboratory based and classroom-based research. They also examine others as well as themselves in the role of teacher as researcher. In addition, students learn to search and locate sources and support for current state policies related to K-12 education.
Prerequisite(s): teaching credential or equivalent.

TEP 616 Critical Evaluation of Education Research
3 units

In this course, students refine their ability to critically evaluate 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 research are examined. Students design their theses/projects, begin their literature reviews, and do a small pilot project.
Prerequisite(s): teaching credential or equivalent and TEP 614.

TEP 617 Professional Intensives
1 unit each

This intensive module will have changing topics related to current student issues, recent legislation, and emerging educational research. For example, one quarter's intensive might focus on educational accountability and assessment (including examining the effects of high stakes testing on diverse student populations). Other topics could

include curricular issues, special student populations, health, standards, educational technology, ethics in education, etc.
Prerequisite(s): teaching credential or equivalent.

TEP 617D Differentiated Instruction for Universal Design

2 units

This course supports the development of the induction candidate's pedagogical content knowledge in all areas of the curriculum. The course reviews the interconnections between creating and maintaining a caring learning environment and students' access to the curriculum defined by the CA Content Standards for the candidate's teaching assignment. Candidates explore strategies to differentiate by learning modalities, applying universal design methods and research based strategies for English Language Development. Candidates practice SDAIE, flexible grouping and brain-based strategies they have learned in their preliminary preparation year. Candidates also advance their technological knowledge through application of on-line resources, tools such as "smart boards", and social networks. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs. By meeting course learning goals, the candidate will fulfill the pedagogy area of their Individualized Inquiry Plan.

TEP 618 Leadership in Educational Reform

4 units

This course provides study of leadership in educational reform. Students become familiar with the current research on effective schools and the values and efforts that brought them into being. Central issues in reform such as state control, accountability, curriculum, resistance, and community building are examined. Students research the specific challenges in California school reform (e.g., language, culture). Students study organizational change models and test their applicability to school change. They study different types of leadership, different ways that power is distributed, and evaluate the effectiveness of these models in different contexts. Students identify their own theories of leadership, and study relationships between motivation and power. **Prerequisite(s):** teaching credential or equivalent.

TEP 619 Producing and Disseminating Educational Research

3 units

In this course, students finalize their thesis designs and begin the data collection phase of their projects. They act as peer mentors to each other, providing both support and critique. Students complete the literature review for the projects and expand their skills in the use of descriptive and inferential statistics in data analysis. Students are instructed in professional writing skills and produce a short research article, proposal, or editorial. Students learn about professional development opportunities nationally and internationally, on-line, on campus, and on school sites. Students develop intellectual and professional networks that provide support for research and social change activities.

Prerequisite(s): TEP 614 and 616

TEP 621A Thesis Study

3-6 units

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. They will critique each others' written work. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work. Each student will be required to practice and present their conclusions to an appropriate community organization, professional group, or educational agency. **Prerequisite(s):** TEP 616 and approval of faculty advisor.

TEP 622A-C Professional Inquiry and Collegial Observation

1 unit each

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.

TEP 630 Social Justice and Educational Reform

3 units

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 masters' degree as experienced teachers. Antioch's social justice mission and its impact in the educational program is shared in this course.

Prerequisite(s): Admission into the Master's of Arts in Education Program in Social Justice and Educational Leadership.

TEP 631 Resilience and the School Community 3 units

This course will focus on community building in classroom and school as a mediating variable in developing positive health behaviors and a positive disposition toward learning. The focus will be on how community leads to resilient, thriving students. The PORT model of Resilience Education will be taught and practiced. Participants in the course will participate in personal reflection and curriculum development for the purpose of strengthening their own students' resilience.

TEP 631A Resilience Education 1 unit

Candidates will apply knowledge and skills acquired in their preliminary credential preparation to provide comprehensive support for student's physical, cognitive, emotional and social well-being based on an understanding of relationships between student health, a caring learning environment and discrimination. Topics for this course focus on community building in classrooms and schools as a mediating variable in developing positive behaviors and a positive disposition toward learning. Candidates use methods learned during their preliminary credential preparation year to promote respect, value differences, and mediate conflicts. Each candidate will learn to promote personal, classroom and school safety through informal assessment, instructional planning, and the implementation of appropriate prevention and intervention strategies. The PORT model of Resilience Education will be introduced and practiced. Each candidate will demonstrate how to access local and community resources to support all students. Participants in the course will use personal reflection and curriculum development for the purpose of strengthening their own and their

students' resilience. **Prerequisite(s):** Completion of a preliminary credential.

TEP 632 Practicum in Educational Inquiry 3 units

Students work on gathering data and implementing the projects they designed in TEP619. Students engage in Action Research in their own classrooms or other practicum placements in which reforms are needed. This research is a culmination of the learning students have done in core courses in preparation for their own projects. Students focus on the development of solid research practices based upon their understandings of the social, political, historical and cultural environments they are studying. They receive support from faculty and peers as they practice the research aspects of their projects in the field. **Prerequisite(s):** teaching credential or equivalent, and TEP614, 616 and 619.

TEP 633 Collegial Coaching for Resilience Education 3 units

Students will extend their notions of Resilience Education by practicing "collegial observation" in the field. Students use the PORT model of resilience education to observe different teachers; hold pre and post conferences to uncover the observed teacher's philosophical/psychological and pedagogical orientation. The course will include focus on observation skills; communication skills; and some Gestalt forms of meta processing (resilience PORT model). It will also prepare students to be Collegial Coaches for their own school contexts.

TEP 634 Educational Inquiry: Professional Issues in Education 2 units

During this course, students will examine current educational issues in depth. Through readings, dialog, analysis, and action, students will begin to understand the historical, political, and social reasons for the current state of affairs with regard to a variety of pressing issues in our schools. Students will acquire a better understanding of the links between issues. Support for collective action from teachers to improve programs for children will be established.

TESE 509 Assessment in Special Education 3 units

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, 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.

TESE 512A Student Teaching Mild/Moderate with Professional Seminar I
12 units

Or

TESE 512B
3 units (*for candidates who already possess a basic teaching credential*)

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They begin to assume full responsibilities for the class. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Culturally responsive and individualized instruction and teaching in both general and special education settings are reviewed and discussed in the context of candidates' teaching experiences. Candidates continue to learn legal and professional requirements and expectations for the Individualized Education Programs of their students. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context.

Prerequisite(s): Advancement to Student Teaching, TEP 533, or teaching credential

TESE 515A Student Teaching Mild/Moderate with Professional Seminar II
12 units

Or

TESE 515B
3 units (*for candidates who already possess a basic teaching credential*)

This course is part of on-going 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.

Prerequisite(s): Successful completion of Student Teaching in previous quarter (TESE 512A) or at the discretion of the Chair.

TESE 516 Understanding and Teaching Students with Mild and Moderate Disabilities I
4 units

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 meta-cognition.

TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II
4 units

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.

TESE 518 Family Dynamics and Communication for Special Education Services
3 units

The purpose of this course is to provide candidates 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 understanding of research, recommended practices, and family perspectives concerning parent-professional partnerships. In addition, the interaction of culture and disability will be explored. A framework for addressing problems or conflicts that often arise between service providers and clients from different cultures will be discussed.

TESE 519B Assistive Technology
1 unit

This course is designed for all MAE-TESE candidates who already have a multiple or single subject credential and those who are interested in learning the latest technologies that are being implemented for students with special needs. Candidates learn to use assistive technology, including low and high equipment and materials to facilitate communication, curriculum access, and skill development. Candidates learn cutting edge hardware and software technological accommodations. Candidates will also investigate assistive technologies that are in place at their school sites and research other assistive technologies that might support students with whom the candidate is working.

TESE 536A Exploratory Practicum in Special Education I
1 unit

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, disability categories, and the continuum of special education services for students with mild to moderate disabilities. They observe and interact with students identified as special education in school and other community service settings, and observe professionals in a variety of roles.

TESE 536B Exploratory Practicum in Special Education II

1 unit

This course is a continuation of TESE 536A. In TESE 536B 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.

TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support
3 units

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 candidates will have a working knowledge of the requirements of state and federal laws.

TESE 541 Introduction to Autism Spectrum Disorders

1 unit

This 1-unit course provides an overview of Autism Spectrum Disorders (ASD). The focus of this course is aligned with three new California ASD Standards: (1) Characteristics of Students with Autism Spectrum Disorders (ASD); (2) Teaching, Learning and Behavior Strategies for Students with ASD and (3) Collaborating with Other Service Providers and Families. Course content is intended to complement and extend ASD competency development imbedded within the Special Education Mild/Moderate Credential Program. Course requirements will include completion of a core text on ASD; in-class group work on vignettes of various learners with ASD; and the critique, design and implementation of new, Scientifically-Based Practices (SBP's) for educating students with ASD.

**TESE 601B Individualized Education Design
and Policy Implementation**
1 unit

This course builds upon the knowledge gained by candidates in TEP 601A. 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. Candidates will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education and with 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.

Doctoral Program in Clinical Psychology (PsyD)

PsyD Program Goals

The PsyD Program in Clinical Psychology was developed to produce well-trained clinicians within a practitioner-scholar model using the core competencies of the National Council of Schools and Programs of Professional Psychology (NCSP). The program builds on Antioch University Santa Barbara's outstanding local reputation for providing quality education at the Master's level. Key elements include:

- an educational approach integrating theory and practice
- preparation for the role of the professional psychologist
- Antioch's appreciation of the diversity of human experience
- a focus developing critical thinking skills

Accreditation

The PsyD program has been designed to meet the standards for accreditation of the American Psychological Association (APA) but is not yet accredited. The guidelines and principals for APA accreditation have been followed closely in developing the curriculum and in structuring the program. The campus will be applying for APA accreditation in 2011. If successful in attaining accreditation, the date of accreditation would be the last date of the site visit and all students who are enrolled at the time would graduate from an APA accredited program. Applicants are cautioned that, at this time, we cannot guarantee that APA accreditation will be attained upon application. However, we are committed to pursuing accreditation until it is received.

The APA Commission on Accreditation requires doctoral programs to provide information about completion rates, licensure information for graduates and costs of attending the program.

Current APA required information is available on our website in the PsyD program section under Student Admissions, Outcome, and Other Data at <http://www.antiochsb.edu/courses-and-programs/psy-d-in-clinical-psychology/apa-information-2>

Full time student tuition is \$27,540 per year Tuition per credit hour is \$690 per quarter unit (although we do not enroll part time students). Additional fees include \$60 application fee and \$800 lab fees. Federal Stafford Loans are available, some limited scholarship money is also available as well as limited graduate assistantships.

Program Delivery

The full time program is offered across two days per week, Thursday all day and Friday morning. Occasional programming is offered on Friday afternoon. A typical first quarter schedule is:

THURSDAY

9:00 a.m. – 11:50 a.m. (class 1)
1:00 p.m. – 3:50 p.m. (class 2)
6:00 p.m. - 8:50 p.m. (class 3)

FRIDAY

9:00 a.m. – 11:50 a.m. (class 4)

Occasional programming on Friday afternoons.

Entry Tracks

The PsyD program has two entry tracks:

The post-bachelor's entry track and the post-master's entry track. The post-bachelor's track includes a one-year sequence of foundational graduate courses in psychology that prepares students to engage within the PsyD curriculum and constitutes Year 1 of the doctoral program.

This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non-licensable Master's Degree in Psychology after completion of 71 units.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, work experience in the field, or a master's degree in another discipline.

The courses in Year 1 are masters-level foundational courses in psychology and a clinical skills sequence and consists of three quarters of

coursework (and supervised experience starting in the third quarter and continuing through the summer). Students admitted into the post-bachelor's entry track, **upon successful completion of the first year of coursework**, will continue their studies with students who are admitted to the post-master's track in Year 2.

The post-master's entry track is for students with an MA or MS in psychology or closely related discipline (e.g. counseling, social work). Students in this track enter with advanced standing in Year 2 of the doctoral program. Students applying for the post-master's track are required to provide syllabi demonstrating course equivalency with those courses offered in Year 1 of the program pertaining to psychological measurement, multicultural competency, psychopathology, human development, psychotherapy theories, and group psychotherapy. Syllabi are evaluated for equivalency at the discretion of the faculty according to the program's Course Equivalency Policy.

The PsyD program accepts up to 9 credits transferred from graduate courses taken at previous accredited institutions to waive three of the above listed courses in the Year 1 sequence with one exception; as a reflection of the PsyD program's commitment to multiculturalism, Multicultural Competence (PSC 606) may not be waived for Year 1 students. The program expects that student growth in areas related to diversity and multiculturalism are perpetually ongoing.



PsyD Program Components Coursework

Full-time students will enroll for 11-13 units per quarter over 9-12 quarters (depending on whether enrollment is at the post-bachelor's level or post-master's advanced standing level) and a 1-unit, year-long full time internship for a total of 108-144 quarter units. Coursework consists of foundational coursework taken during the first two years in the

program, clinical intervention and assessment courses, including courses in Family Psychology. In addition, students take 12 units of courses in Family Forensic Psychology to attain a concentration. Fifteen units of Professional coursework, 18 units of Practicum and Clinical Application courses, and 6 units of Clinical Dissertation complete the degree program. The Clinical Dissertation is completed during Year 4 and prior to beginning the internship.

Clinical Dissertation

The Clinical Dissertation is intended to demonstrate that students have integrated the material they have learned during the doctoral program. Early in their program, students will select an appropriate project. The Research Methods course will introduce students to models of clinical dissertations. During the third year, students will register for 6 units of Dissertation in order to carry out and complete the project. It is expected that students will complete the project prior to beginning their internship. Students who have not completed the clinical dissertation during Year 4, will be required to enroll in PSY 763, Dissertation Continuation.

We are interested in stimulating student creativity, therefore the options for completion of this project vary. The PsyD is an applied degree, thus the clinical dissertation will involve the investigation of a practical application, either through empirical (quantitative or qualitative), theoretical or clinical evaluation strategies. Unlike the PhD dissertation, the clinical dissertation has an immediate practical application. Students will be guided in their work by their dissertation advisor, a second faculty member, a student member, and an outside expert. The dissertation process culminates in a professional presentation of the student's work to the community.

Advancement to Candidacy

Candidacy refers to the formal designation of a student's readiness for advanced clinical training. In order for a student to advance to candidacy, they must successfully complete all required courses, pass all sections of the comprehensive exam, and pass the Professional Competency Examination. Additionally, the student must be in good academic standing and not be on any type of probation. Students who advance to candidacy may refer to themselves as "doctoral candidates," but never before advancing to candidacy.

Clinical Hours

It is expected that students will acquire a minimum of 1000 hours of clinical experience (practicum)

prior to beginning the internship. We expect that most students will seek out clinical placements early in their program and will take advantage of summers to accumulate the requisite hours. During enrollment in the Practicum sequence, students will be required to be in Practicum Training (clinical placement). Students are required to register for continuation credits during summers that they are accruing clinical hours through practicum.

Professional Competency Evaluation (PCE)

During Practicum IV, students begin to identify and conceptualize a case which might be developed for presentation as part of the PCE. The PCE is a formal oral presentation intended to demonstrate students' skill and knowledge in the field of clinical psychology and to integrate their academic and clinical learning. The PCE is to be completed during Year 3 of the program and a passing evaluation is required for advancement to candidacy.

Comprehensive Examination

Students are required to complete a comprehensive examination the summer following Year 3. This examination measures knowledge of multiple content areas in clinical psychology and is evaluated in sections as pass/fail. Students failing any section of the comprehensive evaluation must submit remediations. A passing evaluation on all sections of the exam is required for students to advance to candidacy and be eligible to apply for internship. Students failing any portion of the comprehensive exams are given two attempts for remediation on that exam. If the student still receives a no pass on any section after two remediation attempts, they must wait until the following year to retake the exam. Students retaking the exam have only one attempt for remediation. Failing any portion of the exam after the first remediation on this retake results in dismissal from the program.

Internship

Students are required to complete a full-time internship following the completion of all curricular and practicum requirements (as a doctoral candidate). Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Director of Clinical Training will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year.

Advancement to candidacy is required to apply for internship.

PSYD Specific Policies

Student-Trainee Competence

(adapted 7/14/05 from the Council of Chairs of Training Councils and from Antioch University, New England)

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and the profession. Therefore, faculty, training staff, supervisors and administrators in such programs have a duty and responsibility to evaluate the competence of students/trainees across multiple aspects of performance, development and functioning.

Academic competence in professional psychology programs is defined and evaluated comprehensively throughout doctoral training, internship and even post-doctorally. Consequently, in addition to evaluating performance in coursework and related academic program requirements, other aspects of professional development and functioning will also be evaluated. These areas include cognitive, emotional, psychological, interpersonal, technical and ethical competencies. Such comprehensive evaluation is necessary in order for faculty, training staff and supervisors to appraise the entire range of academic performance, development, and functioning of their student/trainees.

It is important that students/trainees in professional psychology programs (at all levels) know that faculty, training staff, supervisors and administrators have a professional, ethical and potentially legal obligation to a) establish criteria and methods through which aspects of competence other than, and in addition to, a student/trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice) and b) ensure (as much as feasible) that the student/trainees who complete the program are competent to manage future relationships (e.g. client, colleagues, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff,

supervisors, and administrators strive not to advance, recommend graduate students or trainees with demonstrable problems (in cognitive, emotional, psychological, interpersonal, technical or ethical areas) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Evaluative areas other than and in addition to coursework, seminars, scholarship, examinations, or related program requirements include but are not limited to demonstration of sufficient: a) interpersonal and professional competence (e.g. the ways in which student/trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories), b) self-awareness, self-reflection and self-evaluation (e.g. knowledge of the content and potential impact of one's own beliefs and values on others as listed in a above), c) openness to processes of supervision (e.g. the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning and d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g. by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This is applicable to settings and contexts in which evaluation would appropriately occur (e.g. coursework, practica and supervision) rather than settings and contexts that are unrelated to the formal process of education and training (e.g. non-academic, social contexts). However, regardless of setting or context, when a student/trainee's conduct clearly and demonstrably a) impacts the performance, development or functioning of the student/trainee, b) raises questions of an ethical nature, c) represents a risk to public safety or d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

The inclusion of this material is for the purposes of informing students/trainees that evaluation will occur at many levels during their enrollment in the program. Evaluation procedures will be consistent and content verifiable, will depend on more than one single source (e.g. across supervisors and settings), will be for the primary purpose of providing feedback to students/trainees, will focus on strengths as well as areas of improvement, and will be for the purposes of developing remediation plans when necessary (and if satisfactory

remediation is possible). These materials will comprise part of the Annual Review Process described below.

The Annual Review Process

At the end of each academic year, an Annual Review Process will be undertaken in which every student in the PsyD program will be reviewed by the PsyD core faculty. This Review will include material generated on each student during the recently completed academic year.

The Review Process will encompass information regarding:

- academic performance
- professional and clinical performance
- professional development (including interpersonal functioning)
- overall progress towards degree

As such, we will review evaluations from instructors (in traditional courses), feedback from instructors in Case Conference and Practicum classes, supervisors from field experience sites, dissertation committee members and any additional information which might be forthcoming to the student's advisor or program administrators.

Following a review of documents on each student in a specially convened faculty meeting, each student will meet individually with his or her advisor to review the student's progress through the doctoral program. Information will be provided to the student regarding his/her functioning in each of the three areas reviewed. Student performance will be rated as:

- Highly Satisfactory (Exceeds expectations)
- Satisfactory (Meets expectations)
- Satisfactory with Concerns (Meets most expectations)
- Unsatisfactory (Below expectations)

If students receive unsatisfactory ratings in any area they can be placed on Academic Probation. Along with the ratings, any plans for remediation will be discussed with the student.

While the Annual Review Process considers all aspects of the student's functioning on an annual basis, this is not intended to be an overall grade based on the student's work during the year, but rather is intended to provide a snapshot of the student's progress at a given point in time. For instance, if at the time of the review, the student has not completed an assignment for a specific class, but is in the process of doing so and has

completed all other academic requirements, s/he might receive a “satisfactory with concerns” in the academic area.

During the Annual Review Process, students will be given a copy of the document which includes written ratings. Where ratings are “Satisfactory with concerns” or “Unsatisfactory”, specific explanations and plans for remediation will be included. Remediation plans may include suggestions and recommendations or possible actions to be taken (including Academic Probation, recommendations for leave, part-time enrollment or personal therapy). Arrangements for work which is incomplete will also be included. Thus, deadlines for late papers or other assignments will be included in the written documentation.

The Annual Review Process is only one opportunity for constructive feedback that students receive. Course evaluations, field experience evaluations and other formal and less formal forms of feedback will also be provided at regular intervals throughout a student’s time in the program. We believe that this high level of communication to the student is essential for maximizing the learning experience.

Academic Probation

Academic Probation is determined by the program faculty and/or the Vice President of Academic Affairs, under the following conditions:

- earning 3 units of NO Credit in any learning activity;
- failure to follow a course of learning deemed necessary by the Advisor
- failure to maintain a “B” average
- an established pattern of ratings of “Unsatisfactory” or “Needs Improvement” and/or pattern of critical feedback in evaluations, which in the faculty’s judgment is serious enough to indicate persistent academic problems which may warrant probation;
- critical feedback in clinical practicum or clinical learning activities that may be indicative of inability or impairment in the role of professional psychologist; or,
- documented plagiarism, academic dishonesty, ethical violations, or violations of school policy. (Note: Consequences of unethical behavior are not restricted to probation and may include expulsion).

Placement on Academic Probation may occur as part of the Annual Review process or may occur independently of such review.

When a student is placed on Academic Probation, the Advisor, Chair, or Vice President of Academic Affairs notifies the student of her/ his Academic Probation status (if determination is made at a time other than the Annual Review). It is the student’s responsibility to respond promptly by scheduling a meeting with the Advisor, Chair, or the Vice President in the appropriate cases. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

A plan is developed by the student and the Advisor. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. PsyD students placed on Academic Probation could have their approval to enroll in a clinical training placement delayed or they may be required to attend psychotherapy.

A student on Academic Probation is required to meet with the Advisor before registering for the following quarter to demonstrate required academic progress. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card. Students who are required to obtain psychotherapy have a right to confidentiality in that relationship, but they are required to submit a statement from the therapist indicating that they have attended sessions and are making appropriate progress.

The student is removed from Academic Probation at the Advisor’s, Chair’s, or Vice President of Academic Affairs’ discretion, when in the Advisor’s, Chair’s, or Vice President’s judgment, the student’s current work or conduct demonstrates remediation of the problem(s) that led to Probation. The Registrar is notified to remove the student from Academic Probation.

Students on Academic Probation who do not meet the conditions of their plan of remediation are informed in writing of the specific consequence. Students are not approved for Candidacy for Graduation or certified as ready for their pre-doctoral internship while on Academic Probation. Dismissal from the program is possible for failure to meet the conditions of the probation.

Clinical Training Probation

Students in the PsyD Program are reviewed and evaluated for clinical suitability and skills in all courses including Practicum and Field Experience. Students are expected to abide by the ethical standards for counselors and therapists established by the American Psychological Association. Students may be placed on Clinical Training Probation and/or dismissed from the PsyD Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles for psychologists. Questions that arise about students' ethical conduct in clinical training work are addressed through the following procedure. The Advisor speaks with the involved student to obtain pertinent information and also consults with any other parties who can provide information about the situation. The Advisor recommends to the Program Chair a course of action to be taken. This information is also considered during the Annual Review Process.

Board of Psychology Educational Requirements

The PsyD program at Antioch University Santa Barbara meets the academic requirements for Psychologist licensure in the State of California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our regionally accredited degree generally meets out-of-state requirements, most states have specific course requirements unique to that jurisdiction.

Clinical Field Experience

Clinical field experience (part of the Practicum course) takes students out of the classroom and places them into the community to work with clients, professional psychotherapists and peers from many schools and disciplines. The program allows students to gain knowledge and develop assessment and psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, in-patient, educational, health care or rehabilitation sites.

The Psychology Program maintains training agreements with practicum placements serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties) as well as in Los Angeles County. It is expected that students will acquire a minimum of 1000 hours of clinical experience prior to beginning the internship. We expect that most students will seek out clinical placements early in their program (and will take advantage of summers to accumulate the

requisite hours). During enrollment in the Practicum sequence, students will be required to be in Practicum Training (field experience).

While those hours will not count toward the 3000 hours required for licensure, they will serve to prepare the student to apply for competitive pre-doctoral internships. See the Clinical Training Manual for more details on the process of obtaining this experience, or consult with the Director of Practicum.

Pre-doctoral Internship

Students are required to complete a full-time pre-doctoral internship in order to graduate. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Director of Clinical Training will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year, but will be considered enrolled full-time if participating in a full-time internship, even if the internship is out-of-state.

Professional Competency Evaluation (PCE)

As described earlier, the PCE is completed during Year 4 of the program prior to applying for internship. The PCE is intended to demonstrate students' skill and knowledge in the field of psychology and to integrate their academic and clinical learning.

Personal Therapy

Personal problems may at times interfere with a student's ability to function in a clinical setting. The APA Guidelines specify that it is the trainee's responsibility to recognize when personal problems interfere with his/her effectiveness and to take appropriate steps so that the public is not harmed. This recognition may lead to a student decision to engage in personal therapy. In some instances the program may recommend therapy in order to help students resolve the issues that seem to interfere with personal or professional functioning. In some circumstances therapy may be required as the result of our Annual Review process. However, there are other reasons that students may wish to seek therapy during their doctoral training and they are encouraged to do so. This is not a requirement of the doctoral program, but the student may choose to enhance his or her personal and professional development through direct involvement as a client in individual, dyadic or

group therapy. Because of ethical limitations on dual relationships, students may not seek psychotherapy with core or adjunct faculty.

Part-Time Status

Students in the PsyD program are required to be enrolled full-time in the program. Exceptions to this are those instances in which a student may be placed on part-time status due to health reasons, disability or through administrative initiative. Students must petition the faculty for permission to enroll in the program part-time.

Classroom Participation

The PsyD program capitalizes on the synergistic quality of student engagement in the classroom to maximize the learning experience. As such, student presence is important and highly valued. The program has high standards for student timeliness and persistent lateness to classes may be reflected negatively on course evaluations. Unless otherwise specified, missing more than two class periods in any course in the PsyD program results in being denied credit for that course.

Dual Relationships in Psychology

In compliance with the APA Code of Ethics, dual relationships are not permitted. A dual relationship refers to any relationship that has potential for harm because one person has the power to exploit the other. Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor.

In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past. Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for Psychotherapy in order to meet any requirement of the program. It is acceptable, however, to enter therapy after graduation with someone who was formerly the student's instructor. More information on the Dual Relations Policy of Antioch University Santa Barbara can be found in the Student Life section of this catalog.

Experiential Learning and Confidentiality in the Classroom

Some classes in the PsyD Program offer an opportunity for students to gain insight about

themselves and their interpersonal impact on others by receiving feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience.

In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Advanced Doctoral Students in the Role of Instructing Less Advanced Students

Advanced doctoral students will on occasion serve as Teaching Assistants in courses where less advanced students are enrolled. So as to minimize any possibility of a dual relationship, advanced doctoral students will not evaluate the work of other students enrolled in the doctoral program, although they may be asked to evaluate the work of students enrolled in other Antioch programs, including the Master's in Psychology.

Integration of Diversity Material in the Curriculum
Antioch Santa Barbara supports the integration of diversity material throughout curricula in all of its programs. Faculty in the PsyD program have agreed that it is advisable for all courses to reflect issues of diversity, rather than isolating diversity into one or two courses. Consequently, students can expect multicultural issues and issues related to other diverse groups to be considered in every course. In addition, students will enroll in PSC741 Multicultural Psychology to consider issues related to multiculturalism in a more focused manner. To further ensure that diversity has effectively infused our doctoral curriculum, we have sought and obtained a grant from the American Psychological Association's Committee on Ethnic Minority Recruitment, Retention, and Training (CEMRRT) to provide formal training in the inclusion of diversity issues to faculty. The Chair of the program remains responsible for ensuring that appropriate diversity content is included in all courses.

Research with Human Subjects

Students who are working toward completion of the Doctoral Dissertation requirement must be aware of the need for review of the proposed research by the campus Institutional Review Board (IRB). This review is required whenever human subjects are the focus of research. Proposed research must be submitted to the IRB for review. Ethical principles in human research include confidentiality, informed

consent, care of subjects, and communication of the results of your research. Details of the IRB review process are included in the Dissertation Manual.

Faculty

The Faculty in the doctoral program consists of Core Faculty and Adjunct Faculty. Core Faculty have primary responsibility for the delivery of courses and the development and implementation of program policies and procedures. Student advisement is also a responsibility of Core Faculty. Adjunct Faculty are carefully selected to teach courses in their area of expertise, to participate on dissertation committees and to provide input to the Annual Review Process. Because Antioch University Santa Barbara operates through participatory governance, Adjunct Faculty are encouraged to participate in as many aspects of the University as they can.

Student-Faculty Relations

Doctoral students at Antioch University Santa Barbara work collaboratively with faculty on research and other academic tasks through informal partnerships as well as through more formal relationships such as Graduate Research and Teaching Assistantships. While it is widely understood that doctoral students are colleagues-in-training, it must be acknowledged that because of the special evaluative relationship between student and faculty, this cannot be a completely reciprocal relationship. Nonetheless, Antioch's student-centered approach and its commitment to the development of the student as a whole person results in creating a collaborative and supportive educational environment.

PsyD Course Descriptions

Year 1 Classes

Fall Quarter

PSC 601 Psychotherapy Theories

3 units

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. The emphasis is on a critical examination of the relevance of theory to practice with contemporary populations.

PSC 606 Psychopathology

3 units

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 IV-TR).

PSC 607 Family Systems Theories

3 units

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.

PSC 650A Foundations of Clinical Practice

3 units

In this preparatory class for supervised experience, students view a live psychotherapy session conducted by the instructor 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. Through their participation, students demonstrate their readiness to engage with clients in agency settings. Ethical and legal issues are reviewed.

WRK 601 Human Sexuality

0 units

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.

Winter Quarter

PSC 602 Academic Writing

3 units

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.

PSC 605 Multicultural Competence

3 units

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.

PSC 620C Psychotherapy Skills

3 units

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.

PSC 621 Group Psychotherapy

3 units

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.

WRK 603 Introduction to Legal and Ethical Issues

0 units

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.

Spring Quarter

PSC 603 Research Methods

3 units

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.

PSC 604 Human Development

3 units

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.

PSC 608A Psychological Measurement

3 units

This course provides a broad and general examination 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.

PSC 622 Case Conceptualization and Treatment Planning

3 units

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.

PSC 652 Supervised Experience*

Field experience takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from other schools and disciplines. The experience allows students to develop psychological knowledge and psychotherapeutic skills by providing services in a variety of settings.

WRK 602 Child Abuse Reporting

0 units

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.

Summer Quarter

PSC652 Supervised Experience*

Field experience takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from other schools and disciplines. The experience allows students to develop psychological knowledge and psychotherapeutic skills by providing services in a variety of settings.

*A total of 150 hours of supervised experience is acquired during the spring and summer quarters.

Years 2 - 5

Foundational Courses in Psychology

PSC701 The Roots of Modern Psychology

3 units

This course examines 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. The emergence of family psychology as a synthesis of empiricism, systems thinking, and clinical psychotherapy is integrated.

PSC 702 Individual and Family Development through the Lifespan

3 units

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.

PSC 703 Social Systems**3 units**

This course focuses on the interrelationships between individuals and the social environment. Traditional approaches to understanding social behavior are examined within a systemic paradigm. Topics include attitude and attitude change, socialization, attribution theory, social influence theory, interpersonal attraction, small group interaction, and prejudice and discrimination.

PSC 705 Human Learning and Cognitive Processes**3 units**

This course examines theories of learning, memory, thought processes, and decision-making. Historical and current approaches to understanding the individual, environmental, and social processes that determine knowledge and behavior change are reviewed.

PSC 706 Psychobiology**3 units**

This course provides a broad and general perspective 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 neuropsychological aspects of psychological disorders are discussed in a systemic context. The role of medication in the treatment of psychological disorders is considered.

PSC 707A Research Methods in Clinical Psychology I**3 units**

The course provides a rigorous examination of basic conceptual and methodological issues related to conducting research in clinical psychology. Quantitative approaches are emphasized. Introduction to SPSS is provided.

PSC 707B Advanced Research Methods in Clinical Psychology II**3 units**

The course continues the broad and general approach to the study of research 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.

PSC 708 Data Analysis Strategies in Clinical Psychology**3 units**

This course focuses on data analysis strategies used in quantitative research. Traditional statistical approaches to research both univariate and multivariate are considered.

PSC 709 Affective Bases of Behavior**3 units**

This course explores the current knowledge in the area of affective aspects of behavior, including affect, mood, and emotion. The investigation into this content area incorporates the history of thought and development, its methods of inquiry and research, and the evolving nature of affect, mood, and emotion and their expression. Cognitive and affective neuroscience aspects will also be examined.

Assessment Courses**PSC 720 Cognitive Assessment****2 units**

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.

PSC 720L Cognitive Assessment Lab**1 unit**

Taken in conjunction with PSC 720, Cognitive Assessment: Students practice the administration of cognitive tests in a laboratory setting and prepare test reports.

PSC 721-Psychodiagnostic Assessment**2 units**

Taken in conjunction with PSC 721L, Psychodiagnostic Assessment Lab: This course focuses on objective measures of personality and psychopathology, such as the Millon, the MMP, I and symptom inventories. Administration, scoring, interpretation, and report writing are emphasized.

PSC 721L Psychodiagnostic Assessment Lab**1 unit**

Taken in conjunction with PSC 721 Psychodiagnostic Assessment: Students practice the administration of objective personality tests and symptoms inventories and the production of test reports in a laboratory setting.

PSC 722 Projective Testing**2 units**

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.

PSC 722L Projective Testing Lab

2 units

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.

PSC 723 Neuropsychological Assessment

2 units

Taken in conjunction with PSC 723L, Neuropsychological Assessment Lab: This course focuses on screening and assessing for neuropsychological impairment. Selection of appropriate neuropsychological tests is included. The use of tests covered in other assessment courses in the series is also considered for neuropsychological purposes.

PSC 723L Neuropsychological Assessment Lab

1 unit

Taken in conjunction with PSC 723, Neuropsychological Assessment: Students practice the administration of neuropsychological tests and the production of test reports in a laboratory setting.

Intervention and Professional Courses

PSC 715 Addictive Behaviors

2 units

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.

PSC 710 Advanced Family Systems

3 units

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the PsyD 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.

PSC 711 Family Therapy

3 units

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.

PSC 712 Couples Therapy

3 units

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.

PSC 713 Child and Adolescent Psychotherapy

3 units

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.

PSC 714 Family Violence

3 units

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.

PSC 740 Integrating Science and Practice

3 units

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 database 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.

PSC 741 Clinical Issues in Multicultural Psychology**3 units**

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.

PSC 742 Legal and Ethical Issues**3 units**

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.

PSC 743 Teaching Psychology**2 units**

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

PSC 744 Advanced Clinical Skills**2 units**

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 such as psychodrama). Students enroll for a minimum of two of these electives.

PSC 750-Case Conference**3 units**

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.

PSC 751 Practicum I**3 units**

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.

PSC 752 Practicum II**3 units**

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.

PSC 753 Practicum III**3 units**

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 and issues of gender receive special consideration.

PSC 754 Practicum IV Supervision and Consultation**3 units**

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.

PSC 755 Practicum V Integrating Family Forensics**3 units**

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, consultation, and supervision in the family forensic field will be highlighted.

PSC 730 Introduction to Family Forensic Psychology and Family Law**3 units**

The 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 businesses. The course provides an overview of the field of family forensics, introduces students to the legal system and to the relevant laws impacting the area.

PSC 731 Assessing Families and Children in the Legal Context
3 units

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.

PSC 732 Expert Testimony
1 unit

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.

PSC 733 Child Custody Evaluation
2 units

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.

PSC 734 Mediation and Conflict Resolution
3 units

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.

Workshops

WRK 701 Psychopharmacology for Psychologists
0 units

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.

WRK 704 Advances in the Diagnostic and Statistical Manual
0 units

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.

Dissertation

PSC 760 Clinical Dissertation Seminar I
3 units

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.

PSC 761 Clinical Dissertation II
3 units

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.

PSC 763 Dissertation Continuation
0 units

Only students who have not completed the Clinical Dissertation prior to the internship should enroll in this course. Students enroll for dissertation continuation each quarter until the dissertation is complete. Students who are continuing to complete their dissertation after they proceed to or complete internship are required to enroll in this course each quarter until the dissertation is completed. Students will continue to meet with the dissertation chair and committee to facilitate completion of the dissertation.

Internship

PSC 790 Internship

1 unit

A one-year full time predoctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Director of Clinical Training. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The 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 Antioch University Santa Barbara PsyD courses, completion of a minimum of 1000 hours of practicum at external sites, and successful completion of a Professional Competency Evaluation, demonstrating students' skill and knowledge in the field of psychology. Students must also be advanced to candidacy after successfully completing a Comprehensive Examination at the end of Year 3 of the program.

Antioch Community



Antioch University Santa Barbara Core Faculty

Britt Andreatta, PhD

MA, Communication University California at Santa Barbara, PhD, Educational Leadership and Organization, University California at Santa Barbara

Marianne D'Emidio-Caston, PhD

Education, University of California at Santa Barbara. MA Educational Leadership and Administration, University of California at Santa Barbara. BA, Liberal Studies, Antioch University at Santa Barbara.

Christine Forte, MALS

University of Illinois

Michele Harway, PhD

Social and Developmental Psychology University of Maryland. M.A. Psychology University of Maryland. B.S. Psychology Tufts University. Diploma in Family Psychology, ABPP

Steve Kadin, PhD

Clinical Psychology, California Graduate School of Family Psychology

Barbara Lipinski, PhD & JD

Counseling Psychology, University of Southern California, Jurist Doctorate, Southern California Institute of Law, MA in Counseling Psychology with a specialization in Marriage, Family, and Child Therapy, University of California, Santa Barbara, B.S.W., Jane Addams School of Social Work at the University of Illinois.

Albert Munoz-Flores, PsyD

Clinical Psychology, Phillips Graduate Institute

Dawn Osborn, PhD

PhD Ocean Science, University California Santa Cruz, MS, Marine Science, University California Santa Cruz, BA Biology

Catherine Radecki-Bush, PhD

Clinical Psychology, University of Delaware. Master of Arts in Clinical Psychology, University of Delaware. B.S. Psychology, University of Maryland.

Juliet Rohde-Brown, PhD

Clinical Psychology, Fielding Graduate University

Lillian Seldeen, MBA

Psychology, Antioch University, Santa Barbara, M.B.A, Pepperdine University, BA Liberal Arts, Antioch University, Santa Barbara.

Ryan Sharma, PhD

Clinical Psychology, University of Denver Master of Arts in Clinical Psychology with Emphasis in Marriage and Family Therapy, Pepperdine University

Elizabeth Wolfson, PhD

Clinical Social Work, New York University Boston University School of Social Work, MSW

Susan Westbrook, MA

Education, CSU Northridge

Antioch University Santa Barbara Administration & Staff

President's Office

Nancy Leffert, PhD

President

Guy Smith

Vice President of Institutional Advancement (VPIA)

Cynthia Stewart, PhD

Academic and Administrative Projects Manager

Provost's Office

William Richardson, PhD

Provost & VPAA

Academic Chairs

Britt Andreatta, PhD

Chair, BA Liberal Studies

Marianne D'Emidio-Caston, PhD

Chair, Education Department

Barbara Lipinski, PhD

Chair, PsyD Clinical Psychology

Elizabeth Wolfson, PhD

Chair, Master of Arts in Clinical Psychology

Academic Program Support

TBA

PsyD Clinical Psychology Program Coordinator

Susan Gentile

BA/MAE Program Coordinator

Stephanie Holland
BA/MAE Program Coordinator

Lauren Smoldt
Master of Arts in Clinical Psychology Program
Coordinator

Admissions & Financial Aid Office

Steve Weir
Director of Enrollment & Financial Aid

Scott Weatherman
Assistant Director of Admissions

Babs Willens
Assistant Director of Financial Aid

William Defoi
Financial Aid Counselor

Laura Ericson
Admissions Counselor

Sharisse Estomo
Admissions Counselor

Library

Christine Forte
Campus Librarian

Fiscal Office

Deb Caraway
CFO

Paul Luciano
Student Account Manager/Fiscal Assistant

Human Resources

Nanci Braunschweiger
Director of Human Resources,
Campus Facilities Coordinator

Lauren Berndt
HR Assistant

Institutional Research

Richard Whitney
Executive Dean of Institutional Research

Registrar's Office

Julia Dubiel
Registrar

Shara Keller
Assistant Registrar

Alumni Office

Kristine Schwarz
Associate Director of Institutional Advancement

Disabled Student Services

Donna Mathes
Coordinator of Student Disability Services

Computing and Technology

Bryon Dean
Network Administrator

Katie Golus
Sakai Support Instructional Designer

Antioch University Santa Barbara Board of Trustees

Board Members

Officers

Victoria Riskin, Chair
Roy Mankovitz, Vice-Chair
Carol Forhan, Treasurer

Members

Dee Dee Barrett
Lou Cannon
Renee Grubb
Rodney Gustafson
Barbara Yanow Johnson
Patricia Chávez Núñez
Gabe Quiroz
Jerry Roberts Susan Rose
Susan Smith
Thomas Tighe
Luis Villegas
Diana M. Wilson

Trustee Emerita

Lillian Pierson Lovelace

Antioch University Board of Governors

Board Members

Chair

Larry Stone

Members

Josef Blass
Howard Coleman
Maureen Curley
Enrique Figueroa
William Graves
Reuben Harris
Ancella Livers
Sharon Merriman
Janet M. Morgan
James Morley
Charlotte Roberts
Arthur J. Zucker

Governor Emerita

Lillian Pierson Lovelace

Ex-Officio

Tullisse ("Toni") A. Murdock, PhD

Executive Secretary to the Board

Leslie Bates

Antioch University Campuses

Antioch University Santa Barbara

801 Garden St #101
Santa Barbara, CA 93101
(805) 962-8179

Antioch University Los Angeles

400 Corporate Pointe
Culver City, CA 90230
(310) 578-1080

Antioch University Midwest

900 Dayton Street
Yellow Springs, OH. 45387
(937) 769-1800

Antioch New England

40 Avon Street
Keene, NH 03431-3516
(800) 553-8920

Antioch University Seattle

2326 SIXTH AVENUE SEATTLE, WA 98121
(206) 441-5352

Antioch University Central Administration

Tullisse ("Toni") A. Murdock, PhD

Chancellor

Pari Sabety

Vice Chancellor and Chief Financial Officer

Laurien Alexandre, PhD

Vice Chancellor for University Academic Affairs
Director, PhD Program in Leadership and Change

Grady Jones

Vice Chancellor for University Advancement

Michael Boehm

Vice Chancellor of Information Technology and
Chief Information Officer

Lynda Sirk

Director of University Communications

Bill Groves

University Counsel

Rebecca Todd

Counsel for Regulatory Affairs

Campus Presidents

Nancy Leffert, PhD

President, Antioch University Santa Barbara

Tex Boggs, PhD

Interim President, Antioch University Los Angeles

Michael Fishbein, PhD

President, Antioch University Midwest

David Caruso, PhD

President, Antioch University New England

Cassandra Manuelito-Kerkvliet, PhD

President, Antioch University Seattle

ACADEMIC CALENDAR

2011 - 2012

	SUMMER Jul-Sep	FALL Oct-Dec	WINTER Jan-Mar	SPRING Apr-Jun
First day of the quarter	Jul 5	Oct 3	Jan 2	Apr 2
Holidays	Sep 5	Nov 24-26 Feb 20	Jan 16	May 28
Graduation application due for current quarter	Jul 22	Oct 21	Jan 20	Apr 20
Academic drop/add deadline Online registration closes for current quarter	Jul 19	Oct 17	Jan 17	Apr 16
Schedule of Classes available for subsequent quarter	Aug 10	Nov 9	Feb 8	May 9
Advising period for registration for subsequent quarter	Aug 11-24	Nov 10-23	Feb 9-22	May 10-23
Online registration opens for subsequent quarter	Aug 30	Nov 29	Feb 28	May 29
Pay/sign for tuition & fees in Fiscal Office for subsequent quarter	Sep 6-8	Dec 5-8	Mar 5-8	June 4-7
End of instructional period (Normally classes end in week 10; however, due to holidays and makeups, some may end in week 11 or 12.) Date on diploma for grads	Sep 17	Dec 17	Mar 17	June 16
Commencement	TBA			

Index

A

Academic Calendar
2011 - 2012 126
Academic Dishonesty 36
Academic Probation 26, 37
Academic Progress 26
Administration & Staff 123
Admission 8, 11, 15, 103
Admission Decisions 11
 Full Acceptance 11
 Provisional Acceptance 11
Admission Requirements 9
Advising 31
Antioch Alumni Association 34
Antioch University Central
 Administration 125
Appeal Process 28, 37
Application Fee 14, 15
Application Process 8
Areas of Concentration 56
Auditors 15, 20

B

Bachelor of Arts in Liberal
 Studies 8
Board Of Behavioral Sciences
 80
Bookstore 31

C

Campus Security Act of 1990
 34
Campuses 125
Capstone 65
CBEST 8
CLEP 63
Clinical Traineeship 83, 84
Clinical Training Agreement 84
Computing 32
 Skills 23
Confidentiality
 Of Student Information 38
Course Completion 22
Course Credit
 Transfer of 22
Creative Writing 56
CSET 8

D

Degree Requirements 53, 80
Degrees Offered 6
Diplomas 20
Disabilities 31, 61, 101, 104
Discrimination Policy 40
Dismissal 37

E

Early Deciders 61
Education Specialist
 Mild/Moderate Credential 91
Educational Community 5
Educational Foundations and
 Academic Planning Class
 56
EFAP 63
Evaluation
 Narrative 24
Experiential learning 79

F

F-1 visa 32
Faculty 123
Family Systems 79
Federal Reporting
 Requirement 90
Fees 14, 15
FERPA 38
Field Experience 92
Financial Aid 12
Forms 33

G

Governance 6
GPA Equivalent 24
Graduate Programs 9
Grievance 41

H

Health Insurance 33
Human Subjects Review
 Policy 45
Hybrid 52

I

I-20 32

Identification Cards 33
Incomplete Work 25
Independent Study 18, 52, 83
Intellectual Integrity 36
International Student Services
 32
International Students 9

L

Learning Options 52
Leave of Absence 19
Liberal Studies 47, 54, 56, 60, 67
Library Resources 32

M

MA Clinical Psychology
 Curriculum 81
MA Psychology Program
 Outcomes 79
MAE/TC 8, 9, 14, 15, 61, 65, 90
MAEx 9, 14, 96, 97
Marriage and Family
 Therapists 79
Master of Arts in Education 90
 Social Justice & Educational
 Leadership Emphasis 96
MFT license 79, 83
Multi-Cultural Psychology 79
Multiple Subject Credential 90

N

Narrative Evaluations 24
Non-Matriculated 20

O

Odyssey 33
Online 52, 64
Our History 4
Our Mission 4
Our Values 4
Our Vision 4
Outside Learning Activities 52

P

Parking 33
Permanent Files 21
Physical Education 62
Plagiarism 36

Praxis for Social Justice48
 Prior Experiential Learning .53
 Probation..... 19, 26, 27, 28, 37
 Academic 28
 Professional liability
 insurance.....84

R

Readmitted Students10
 Registration17
 Add/Drop..... 17
 Remedial Courses62
 Residency53, 54
 Rights and Responsibilities.35

S

Satisfactory Academic
 Progress 26, 27, 28
 Doctoral Students..... 26
 Failure to maintain.....27
 Graduate Students 27

Undergraduate Students.... 27
 Service-Learning 55
 Sexual Harassment 40
 Sexual Offense 40
 Student
 Conduct 35
 Organizations..... 33
 Status..... 18
 Students
 Undergraduate..... 18, 27
 Suspension 37

T

Teacher Credential Program
 60, 90, 97
 Technical Courses..... 62
 Technology 32
 The Tripartite Model 52
 Thesis Requirement 97
 Traineeship
 Application Process 84

Traineeship Handbook 84
 Transcripts 21
 Transfer credits..... 23
 Transfers 10
 Transportation 33
 Tuition 14, 15, 16

U

Undergraduate Program..... 8

V

Verification of Enrollment ... 22
 Vocational Courses..... 62
 Voucher Fund 33

W

Why We Exist 4
 Withdrawal 19

Photo Credits

A Message from the President
Nancy Leffert: © Roe Ann White





Antioch University Santa Barbara
801 Garden Street Suite 101
Santa Barbara, CA 93101
Phone: 805.962.8179 • Fax: 805.962.4786
www.antiochsb.edu