

Antioch University Santa Barbara

General Catalog

2012 - 2013



**602 Anacapa Street
Santa Barbara, CA
93101**

*Transforming Our
Community*

For more information
www.antiochsb.edu

Antioch University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is a non-profit institution.

**ANTIOCH
UNIVERSITY**
SANTA BARBARA



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

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 BPPE (2535 Capitol Oaks Drive, Suite 400, 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 Santa Barbara 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 September 2012. Antioch University Santa Barbara reserves the right to revise its fees, policies, procedures, and/or catalog at any time.

Contents

General Information	8
Degrees Offered	11
Admission.....	12
Application Process	12
International Students	13
Transfer Students from Other Antioch Campuses	14
Readmitted Students	14
Admission Decisions	14
Deferring Admission	15
Financial Aid	16
What Types of Financial Aid Are Available?	16
Applying for Financial Aid	17
Financial Aid Cautions	17
Satisfactory Academic Progress (SAP)	17
Tuition & Fees	18
Tuition	18
Fees.....	18
Explanation of Fees	19
Tuition Payment Plan	19
Tuition Refund Policy	19
Office of the Registrar Policies & Procedures	21
Registration & Schedule of Classes	21
Adding and Dropping	21
Undergraduate Students	22
Enrolling for Prior Learning Activities	22
Student Status	22
Study at Other Antioch Campuses	23
Auditors and Non-Matriculated Students	23
Credit Earned during Non-enrollment Periods	24
Commencement Ceremony Participation	24
Diplomas	24
Transcripts	24
Transfer of Course Credit	25
Academic Policies & Procedures	26
Taking Courses at Another Institution	26
Transfer Credits	26
Academic Writing Skills	26
Computing Skills	26
The Narrative Evaluation Process	26
Grade Equivalency	28
Incomplete Work	28
Student Evaluation of Courses	28
Exceptions to Policies & Procedures	28
Academic Progress	29
Satisfactory Academic Progress (SAP)	29

Academic Probation	32
Student Services	34
Advising	34
Bookstore	34
Writing Center	34
Services for Students with Disabilities	34
Academic Computing and the Technology Classroom	34
Library Resources	35
International Student Services	35
Student Health Insurance	36
Student Identification Cards	36
Student Forms	36
Parking	36
AUSB Alumni Association	37
Antioch University Santa Barbara Campus Policies.....	38
Rights and Responsibilities	38
Student Conduct	38
Intellectual Integrity	39
Forms of Academic Dishonesty	39
Professional and Ethical Standards in Clinical Training and Student Teaching	40
Confidentiality of Student Information	41
Antioch University Policies, Regulations & Procedures	42
Discrimination Policy	42
Dual Relationships Policy	42
Sexual Offense and Sexual Harassment	42
Grievance Procedures	43
Minors on Campus Policy	43
Electronic Use Policy	44
Human Subjects Review Policy	47
Disability Support Services Policy	47
Degree Programs.....	48
Bachelor of Arts in Liberal Studies	49
The Mission of the Undergraduate Program at AUSB	50
Praxis for Social Justice.....	50
AUSB Core Purposes for the BA Degree	51
Learning Options	54
Outside Learning Activities	54
Prior Experiential Learning	54
Degree Requirements for the Bachelor of Arts Degree in Liberal Studies	55
Experiential Learning	59
Service-Learning Internship Program	59
Educational Foundations Class	60
Major Areas of Concentration	60
The Early Deciders Program:	67
Candidacy	71
Senior Capstone	71
Graduation	71
Preparation for Graduate Schools	71
Bachelor of Arts Course Descriptions	73

Master of Arts in Clinical Psychology	87
Master of Arts in Clinical Psychology General Description of the Program	87
Program Degree Requirements	88
Board of Behavioral Sciences Educational Requirements	88
Personal Psychotherapy Requirement	89
Master of Arts in Clinical Psychology Required Curriculum	89
Degree Concentrations	90
The Clinical Traineeship	91
Master of Arts in Clinical Psychology Course Descriptions	93
Master of Arts in Education	99
Mission	99
Programs of Study	99
Master of Education/ Teacher Credential Program (MED/TC)	99
Multiple Subject Credential	100
Education Specialist Mild/Moderate Credential	100
Program Objectives	100
Program Design	101
Requirements	101
Field Experience	102
Education Specialist Mild/Moderate Curriculum	103
Master of Arts in Education Social Justice & Educational Leadership Emphasis (MAE)	106
Education Course Descriptions	109
Doctoral Program in Clinical Psychology (PsyD)	118
PsyD Program Goals	118
Accreditation	118
Entry Tracks	118
PsyD Program Components Coursework	119
PsyD Specific Policies	120
Doctoral Program in Clinical Psychology Course Descriptions	125
Antioch Community	131
Antioch University Santa Barbara Core Faculty	132
Antioch University Santa Barbara Administration & Staff	132
Antioch University Santa Barbara Board of Trustees	133
Antioch University Board of Governors	133
Antioch University Campuses	134
Antioch University Central Administration	134
AU Campus Presidents	134
Academic Calendar	135
Index	136

A Message from the President

Welcome,

I would like to personally welcome you to Antioch University Santa Barbara where you will pursue your academic degree in an atmosphere of caring faculty who will reach out and help you reach your highest goals.

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

Our goal is to provide you a high quality and unique experiential education that integrates theory and practice with a talented faculty who are “reflective practitioners” who bring real-life knowledge and depth of experience into the classroom. AUSB offers a supportive learning environment that encourages collaboration and the development of skills that will assist you in thinking critically about complex problems that will ensure your preparation for the future.

AUSB encourages an interactive learning environment, where you will do more than sit in a classroom and listen to lectures. Your learning experience will include reflection and frequent and engaging dialogue with faculty and other students. You will be challenged. We hope your experience challenges you to think about new ideas and possibilities.

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



© Roe Ann White

Warm Regards,

A handwritten signature in black ink that reads "Nancy Leffert". The signature is fluid and cursive.

Nancy Leffert, PhD
President
Antioch University, Santa Barbara

General Information



The Antioch Story

Welcome to Antioch Santa Barbara!

Our Mission

Antioch University provides transformative education to lifelong learners who contribute to the common good.

Our Goals

Antioch University Santa Barbara is a member of the 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 Purpose

The purpose of Antioch University Santa Barbara is to prepare our students for professional success and service to their communities. To further these goals, Antioch's academic experience and curriculum focus on developing critical thinking, leadership and an expansive world-view as the foundation for teaching and learning in all disciplinary fields of study. Our faculty, administrators and staff strive to model and to nurture academic excellence and personal integrity based upon the basic values of ethical behavior, intellectual honesty and tolerance for the beliefs, ideas and cultural experience of others.

Our Values

Antioch University Santa Barbara expects and demands consistent excellence in teaching and learning to meet the individual needs of our students in ways that recognize and respond to the rapidly evolving demands of a society undergoing dramatic technological and social change.

Antioch University Santa Barbara exists to provide both the highest standards of academic learning and career development for our students, and a civic forum for our community to engage in the respectful and open-minded discussion and debate of events and issues that affect all of us.

Antioch University Santa Barbara's academic approach and efforts encourage and celebrate entrepreneurship, innovation and flexibility in adapting to a time of historic transformation, but must always rest on a set of humanistic values that honor and demand personal integrity, ethical behavior, and tolerance of diversity from our students, faculty, administrators, and staff.

Our History

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.

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 became president of Antioch 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.

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 75 courses each quarter with a faculty of more than 125 full-time and part-time instructors. Antioch University 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 University 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, attracted 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
- Master of Education
- Doctor of Psychology in Clinical Psychology

Governance

Antioch University strives to be a unique national educational resource committed to progressive, innovative, and high-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 academic 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 students, 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 and the local Board of Trustees that oversees the work of the campus and serves as a connection between the campus and its local community. 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) and Master of Education (MED) 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, gender expression, 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, MED & 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 through electronic mail or in a letter mailed 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 Office of 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 may 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 Education (MED)
- Master of Arts in Clinical Psychology (MACP)
- Doctorate in Clinical Psychology (PsyD)

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 MED and MAE/TC programs 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 and MED programs an essay is required. It is used to assess writing skills and experiences in the schools and with children. The MAE/TC and MED programs require 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 and MED programs also accept BA early deciders who want to take their final two quarters of their BA program in the Education program. Applicants to the MAE/TC and MED programs 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, MAE, MED 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 ninety days 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 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 the 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 from 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 Office of Admissions 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 University Santa Barbara. Note: Transfer graduate students 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 the Office of Admissions directly, in writing, prior to the first official week of the current term. New students who register for classes and subsequently do not notify the Office of Admissions of their intent to withdraw or defer during the first official week of classes will remain enrolled in classes and incur administrative 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 University 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 Office 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 term 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 Registrar's 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 warning the fourth week of the next quarter. If a student does not make Satisfactory Academic Progress for a second consecutive term, s/he will be placed on probation. Financial aid will be reinstated the quarter following the student's meeting SAP requirements after being placed on probation. 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

2012 -2013

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

<u>Full-time tuition per quarter</u>	
MAEx (10-15 units)	\$6026
MAE/TC & MED (13-23 units)	\$6026
MACP (8-15 units)	\$6395
PSYD (8-9 units)	\$754 /unit
PSYD (10-15 units)	\$7525
<u>Half-time tuition per quarter</u>	
MAEx (6-9 units)	\$3615
MAE/TC & MED (6-12 units)	\$3615
MACP (4-7 units)	\$3837
<u>Per-unit tuition & overload charge</u>	
BA	\$467
MAEx	\$603
MAE/TC & MED	\$603
MACP	\$640
PSYD	\$754

Fees

Admissions Application Fee	\$60
Enrollment Maintenance	\$475
Graduation Fee	\$100
Educational Foundations (for prospective B.A. students) 3-unit class	\$490
Educational Foundations Course Materials Fee	\$20
Program Materials fee (first quarter only)	\$30
MACP Quarterly Liability Insurance Fee	\$15
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
Three-payment Plan Fee	\$30
Late Payment Plan Fee	\$75
Returned Check Fee	\$25
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 quarter in which they intend to graduate. A \$100 processing fee is required when submitting the application.

MACP Liability Insurance Fee

A \$15 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.

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, defined as the dropping of one's entire program in a given term. For refund purposes, a week of classes refers to a calendar week beginning with the first day of classes – holidays not considered. The effective date for determining a refund is the date

the Registrar receives written notification of a drop (signed by the Advisory and Financial Aid officer) or withdrawal from the student. Students have a right to cancel their enrollment agreement and receive a full refund from all tuition charges if they notify the University in writing, and the written notification is received prior to or by the second class session, or the 14th day of enrollment, whichever is later. The University provides a pro rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

Refund Schedule

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

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 & Schedule of Classes

Students receive information regarding registration during week 6 of each term via their antioch.edu email account. The email contains the Registration Packet, which provides information regarding the advising and registration periods, payment deadlines, financial aid, important policies, how to access the Schedule of Classes on myAntioch, and how to navigate the online registration process.

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 (BA & PsyD Programs)

- Practicum (BA Program)
- 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 Office before making such changes in their program.

Exception for one-day seminars

Students may add a 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 seminar and receive a 100% refund, but after the date of the seminar no refund would be granted.

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/home>. 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, s/he must also register for Enrollment Maintenance,

and the EMF fee is charged. Registering for Priors may affect financial aid status.

Independent Study

Students in all programs may register for Independent Study. 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 & MED Program s13-23 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 & MED Programs 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 Office for details.

Thesis/Project Completion Status

Given the highly individualized nature of an Antioch course of study, graduate students in the Education Master's Programs 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 email 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 Office. Students who have received a National Direct Student Loan must arrange with the Financial Aid Office 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 Policy 5.621 Intra-University Registration

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 enroll in academic courses offered at another Antioch campus.

Any student interested in registering for courses at another Antioch campus study must complete the Intra-University Registration Petition form and receive approval from all indicated departments.

The Antioch University Santa Barbara Registrar's Office will process the registration and verify enrollment. The Registrar of the host campus will forward the records of learning once the course(s) are complete.

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 & VPAA 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 during 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/student-forms/>), 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, MED, 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
602 Anacapa Street
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 the 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. Effective Fall 2012, students in the BA program will need to submit a Letter Grade Equivalent Request form to each instructor. For all programs, 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 on the evaluation form 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 Provost & VPAA, 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 & VPAA.

Forms of Probation

There are three different forms of probation at Antioch Santa Barbara. Satisfactory Academic Progress Probation is determined by the Registrar's Office and Financial Aid Office, who are 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 & VPAA and are removed by the Advisor, program faculty, or Provost & VPAA 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 reviews 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. Learning activities for which a student received an INCOMPLETE because the course spans more than one quarter are not included when determining Satisfactory Academic Progress. 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: transfer credit and repeated courses, as well as Enrollment Maintenance, Dissertation Continuation, Internship, Field Experience, Field Experience Continuation, Enrollment Continuation, and Leave of Absence quarters included; INCOMPLETE coursework for a course that spans more than one quarter is not 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);
- Within the last four-quarter period, receive at least 10 units of Credit Awarded (Enrollment Maintenance, Leave of Absence, Field Experience, and Field Experience Continuation quarters included);
- If all academic courses are completed for the degree, student must be enrolled in a full-time of half-time internship and/or be enrolled in Dissertation Continuation and be making progress, as indicated by the student's Academic Advisor;
- 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.

*Remedial and ESL coursework does not apply to doctoral level students.

**Please see [Providing and Overall GPA Equivalent](#) for information on how incompletes and repeated courses impact the overall GPA equivalent.

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: transfer credit and repeated courses, as well as Enrollment Maintenance, Thesis Project Completion and Leave of Absence quarters include; INCOMPLETE coursework for a course that spans more than one quarter;
- 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. Remedial and ESL coursework, if approved for transfer credit, will be included as attempted and completed units for Satisfactory Academic Progress.

*Remedial and ESL coursework does not apply to Master's-level students.

**Please see [Providing and Overall GPA Equivalent](#) for information on how incompletes and repeated courses impact the overall GPA equivalent.

Undergraduate Students

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

- Satisfactorily complete 75% of cumulative units attempted: transfer credit (including approved remedial and ESL coursework) and repeated courses, as well as Enrollment Maintenance, and Leave of Absence quarters included; INCOMPLETE coursework for a course that spans more than one quarter is not 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 see [Providing and Overall GPA Equivalent](#) for information on how incompletes and repeated courses impact the overall GPA equivalent.

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 Warning the fourth week of the next quarter. If a student fails to meet Satisfactory Academic Progress the subsequent quarter, s/he will be placed on Satisfactory Academic Progress Probation. A student on Satisfactory Academic Progress Probation is ineligible for Financial Aid. Financial aid will be reinstated the quarter following the student's meeting SAP requirements. Students who remain on Satisfactory Academic Progress Probation at the end of the term will not be permitted to register for the following term and may face dismissal.

The Process

Each quarter the Registrar calculates each student's completion rate and places those who are not maintaining Satisfactory Academic Progress on SAP Warning. The Registrar provides written notice to the student, advisor, and Financial Aid Office, stating the student's completion rate and what is required to be removed from Satisfactory Academic Progress Warning. The Registrar places a restriction on the student's ability to register for future terms, pending review of the student's academic progress. Within 10 working days the student is required to meet with the advisor and develop a written remediation plan, including timeline, to achieve Satisfactory Academic Progress. Students will be given either the balance of the term to remediate the problems that resulted in Satisfactory Academic Progress Warning. The remediation plan is filed in the Office of the Registrar and the Office of Financial Aid. The student cannot take a Leave of Absence because it will prevent the student from achieving Satisfactory Academic Progress. The academic program will dismiss students who fail to adhere to the timeline in the remediation plan to reach the minimum Satisfactory Academic Progress requirements.

At the end of each quarter, the Office of the Registrar recalculates the Satisfactory Academic Progress completion rate for those on Satisfactory Academic Progress Warning and Satisfactory Academic Progress Probation. When the student resumes Satisfactory Academic Progress, the Registrar notifies the student, the advisor, and the Office of Financial Aid. 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 is placed on Satisfactory Academic Progress Probation 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 being placed on Satisfactory Academic Progress Probation.
- 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 Satisfactory Academic Progress requirements are not met. Generally, students have the balance of the term to remedy the problems that resulted in 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 Registrar's 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. A student will lose their Title IV eligibility if any of the following occurs:

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 Academic Warning or
- The student reaches the maximum time frame for completion of his/her program of studies.

Consequences of Denial

After the Satisfactory Academic Progress Warning period, students who do not maintain Satisfactory Academic Progress are placed on Satisfactory Academic Progress Probation and 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.

Neither paying for classes by the student nor sitting out for an enrollment period is sufficient to re-establish eligibility for Title IV Aid.

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 Program Chair and Provost & VPAA. 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 Program Chair. The Provost & VPAA will have final review of the appeal. 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 Provost & VPAA's decision of their appeal within 30 days of receipt of their appeal. The decision of the Provost & VPAA 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 Provost & VPAA. 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 programs](#) sections of this catalog for additional information about each program's review of student work.)

Academic Probation

Academic Probation, which concerns issues of quality of academic work or of student conduct, 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:

- 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.

This is a different process from Satisfactory Academic Progress Probation, administered by the Registrar's Office, which reviews quantitative standards for academic progress.

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 an Advisor from her/his program 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 request to change to a different Advisor by completing the Advisor Change Request form. 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. 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, CA 93101 (805-963-7731). The quarterly book list indicates which courses require readers.

Writing Center

Because AUSB highly values writing as a mode of learning and critical thinking, the writing center was created to support students in their writing endeavors.

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 a myriad of writing tasks and issues. 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. Students may receive help with any writing task at any stage of development. 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 by email at dmathes@antioch.edu or by phone at 805.962-8179 x 5337 for more information.

Veteran Students

Antioch University works with the Department of Veterans Affairs to provide services to eligible Veteran students. Please contact the School Certifying Official Paul Luciano by email at pluciano@antioch.edu or by phone at 805-962-8179 x 5103 for more information.

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. Wireless internet access is available throughout our campus to connect from your laptop or smart device.



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/services/library-cards>) 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 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 upon request. International student health insurance from a company approved by AUSB is mandatory for International students.

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 and official notices via their antioch.edu email account. Students should 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 <http://www.antiochsb.edu/campus-life/student-forms/>

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

Free parking is available within a few blocks of the campus on the surrounding streets and after 6:00 pm in the commuter lot adjacent to our new building, which can be entered from Cota Street. Evening classes that are held on the new campus will begin at 6:15 pm to allow students to take advantage of the free parking "after 6 pm" in the commuter lot. Additional parking and transportation resources and options are listed below:

MTD transportation costs:

<http://www.sbmtd.gov/fares-and-passes/index.html>

Map of downtown parking lots (City Lots #10 & #11 across the street from campus):

<http://www.santabarbaraca.gov/NR/rdonlyres/12A6F9C4-52AB-4523-9FBF-DBE8FE6F283A/0/DowntownParkingMap.pdf>

Hours of operation for downtown parking lots: http://www.santabarbaraca.gov/Business/Transportation_and_Parking/Downtown_Parking/DAYS_OP.htm?js=false

Downtown City Parking Lot Rates:

First 75 Minutes are free; each hour or part of an hour after the initial 75 minutes is \$1.50. Each parker is entitled to one 75 Minute free period per 24 hours.

Parking Lot Rates for Disabled:

First 2 ½ hours are free; each hour or part of an hour after the initial 2 ½ hours is \$1.50. The daily maximum is \$7.00. A valid placard or plate is required.

Contact Information for Parking Offices:

Downtown Parking Office: 805-564-5656
Water Front Parking: 805-564-5523
1221 Anacapa St. Santa Barbara, CA 93101
Monday – Friday 8:00 AM – 4:30 PM

Pre-Paid Parking Cards:

A Pre-Paid Parking Card is the new and easy way to pay for parking! Just present the card at the exit and go! Pre-Paid Cards are available for purchase at the Downtown Parking Office address, and may be recharged at the Downtown Parking Office up to the

original purchase amount (the new campus is located across the street from Downtown Public Lots #10 & #11). Cards are available in \$30, \$60, \$90, & \$120 denominations.

Find more information on Pre-Paid Parking Cards at:
http://www.santabarbaraca.gov/Visitor/Getting_Around/Parking/HOURS_OP.htm

Emergency Service in City Lots:
<http://www.sbmtd.gov/passenger-information/emergency-ride-home.html>
(Emergency ride home service for downtown employees who make regular use of public transportation)

Permits for the Waterfront Parking Lots along Cabrillo:
\$95/year (\$7.92 a month)
http://www.santabarbaraca.gov/Visitor/Getting_Around/Waterfront/Annual_Parking_Permits.htm

Map of Waterfront Parking Lots:
http://www.santabarbaraca.gov/Visitor/Getting_Around/Waterfront/

Waterfront Shuttle Schedule (starts at 9 am and travels from East Beach to Mesa):
<http://www.sbmtd.gov/maps-and-schedules/waterfront-shuttle.html>

Please be reminded that there is all day street parking on many of the residential streets that are 4-5 blocks removed from State St. On the east side of State, all day parking begins on Laguna and Olive Streets. The new campus is conveniently located on the shuttle routes (downtown & beach front shuttle = \$0.50, crosstown shuttle = \$1.75)

Cross Town Shuttle Schedule and Map:
<http://www.sbmtd.gov/maps-and-schedules/37.html>

Downtown and Waterfront Shuttle (schedule & map):
<http://www.sbmtd.gov/maps-and-schedules/waterfront-shuttle.html>

Overall, there are many parking options (i.e., city parking lots, commuter lots, and accessibility to public transportation) available surrounding our new campus.

Students who require temporary disability parking (or those with other special needs) should contact Student Services Coordinator, Donna Mathes x5337 or dmathes@antioch.edu, to ensure that accommodations are available.

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 University 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 University Policy 6.102 Student Academic Rights and Freedom

Antioch University 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

Antioch University Policy 6.103 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 and MED/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.

Intellectual Integrity

Antioch University Policy 6.105 Student Academic 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 and MED/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 at Antioch University located in Yellow Springs, Ohio.

Antioch University Policies, Regulations & Procedures

Discrimination Policy

Antioch University Policy 4.005 Affirmative Action and Equal Employment Opportunity 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 VPAA & Provost directly and may file a formal complaint. The VPAA & Provost 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

Antioch University Policy 4.615 Relationships in the Workplace

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 Provost & VPAA 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 Policy 4.607 Title IX, Sexual Harassment and Sexual Violence

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 Harassment & Sexual Violence 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

Antioch University Policy 6.109 Student Grievance Policy

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 Policy 8.101 Acceptable Use of Electronic Resources

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 University Policy 5.507 Human Subjects Protection (IRB)

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

Antioch University Policy 6.101 Disability Support Services

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 website at <http://www.antioch.edu/offices-services/academic-affairs-student-services/services/disability-support-services/>. 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 www.cael.org. 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 with Community Colleges: The Bridge Program

Antioch University Santa Barbara has entered into articulation agreements with local Community Colleges to offer BA degree completion programs 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.

The following stipulations apply for transferability of units:

- A minimum of 36 quarter (24 semester) units and a maximum of 120 quarter (80 semester) units may be accepted, with any combination of lower-division and upper-division level work, all with a grade of "C" or better.
- A maximum of 57 quarter (38 semester) units may come from any one department.
- All transfer units must be awarded prior to registration for the final quarter at AUSB.
- Students can concurrently enroll in up to 12 semester units.
- A maximum of 6 quarter (4 semester) units may be accepted in physical activities courses.

- A maximum of 12 quarter or 8 semester units may be accepted in English as a Second Language (ESL) courses.
- Lower-division pre-requisites for Concentrations must be completed with transfer work.
- A maximum of 30 quarter (20 semester) units may be accepted for any of the optional Major Concentrations.

Degree Requirements for the Bachelor of Arts Degree in Liberal Studies

Because each Antioch BA student's educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations class 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:** The residency requirement specifies the minimum number of quarter units that must be earned during quarters of enrollment at Antioch University. This minimum is 60 quarter units 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.
- 3. Upper Division Requirement:** At least 60 upper-division units must be completed at Antioch University.
- 4. Breadth / General Education Requirement:** Students must complete a minimum of 42 quarter or 28 semester units divided over five areas (see below). May be satisfied with transfer work (this requirement is automatically satisfied with completion of CSU GE Breadth Requirement or IGETC).

English Language Communication

(9 quarter or 6 semester units with at least one lower-division course in English Composition with a grade of "C" or better)

AUSB courses are:

- WRT 310 Academic Writing
- WRT 312A Advanced Academic Writing
- COM 352 Public Speaking

Arts & Humanities

(9 quarter or 6 semester units: 1 course from each area)

The arts are the academic disciplines that explore and represent human thought and behavior in creative works. Creating works of art is a way of both coming to understand and expressing ideas and feelings. Subject areas include: Studio Art, Dramatic Art, Film Studies, Dance, Music.

AUSB courses are:

- ART 320 Art and the Creative Process
- ART 321 Exploration of Film
- COM 322 Documentary Filmmaking
- MUS 320 Exploration of Music

The humanities are the academic disciplines that study human thought and experience through the written record of what people have thought, felt, or experienced in a variety of cultures. Subject areas include: Languages, Literature, Philosophy, History, Religion.

AUSB Courses are:

- GBL 300 History of Globalization
- PHL 367 Ethical Issues in Contemporary Society
- PHL 369 Ethical & Legal Issues in Human Services
- RLG 300 Spirituality & World Religions
- RLG 370A Magic, Witchcraft & Religion
- WRT 311 Creative Writing
- WRT 313 Creative Writing: Fiction
- WRT 318A Creative Writing: Reinforcing Confidence
- WRT 319 Creative Non-Fiction Writing
- WRT 330 Critical Thinking Through Literature
- WRT 339 The Personal Journal: Literature & Self Discovery
- WRT 394A Special Topics in Writing (1-unit)

Physical and Biological Sciences

(9 quarter or 6 semester units)

The physical and biological sciences are the academic disciplines that study the physical world, its inhabitants,

and the symbolic relationships within. Subject areas include: Astronomy, Biology, Chemistry, Environmental Studies/Ecology, Geology, Physics.

AUSB Courses are:

- ECO 301 Environmental Justice & Advocacy
- ECO 302 Marine Ecology (may only count for one area of GE/Breadth Requirement)
- ECO 345 Global Environmental Studies (may only count for one area of GE/Breadth Requirement)
- ECO 394A Special Topics in Environmental Studies (1-unit)

Social Sciences

(9 quarter or 6 semester units)

The social sciences are the academic disciplines that study human beings and their behavior from a variety of perspectives including as individuals (psychology); within social groups (sociology, communication, ethnic studies); within cultures (anthropology, global studies); within social structures (education, business); within political entities (political science, government).

AUSB Courses are:

- CDE 300 Child Psychology: The Effect of Trauma
- CDE 304 Emerging Models of Early Childhood Education
- CDE 305 Integrating Curriculum
- CDE 306 Media, Technology and Children
- CDE 307 Child Advocacy
- CDE 308 Special Education: Response to Intervention
- CDE 320 The Parent/Child Relationship
- CDE 332 Adolescent Development
- CDE 343 Theories of Learning & Cognition
- CDE 394A Special Topics in Child Development & Education (1-unit)
- COM 320 The Narrative
- COM 321 Interpersonal Communication in a Media World

- COM 323 Social Media
- COM 324 Community Dialogue & Coalition Building
- COM 325 World Media
- COM 326 Publishing & Distribution
- COM 327 Contemporary Issues in Media
- COM 350A Media, Communication & Culture
- COM 355 Intercultural Communication
- COM 358 Group Dynamics
- COM 374 Advertising & Culture
- COM 394A Films on Social Justice Topics (1-unit)
- ECO 300 Eco psychology
- ECO 320 Sustainable Aid
- ECO 376 Sustainable Business Practices
- ENT 300 Entrepreneurship
- ENT 301 New Venture Project
- ENT 377 E-business & E-commerce
- ENT 379 Business Planning & Development
- GBL 301 Human Rights
- GBL 314 Conflict Management I
- GBL 315 Conflict Management II
- GBL 361 Global Economics
- INT 302 Educational Foundations
- INT 303A Service Learning in the Community
- INT 308A Senior Capstone
- INT 391 Career Planning
- INT 394A Readings on Social Justice Topics (1-unit)
- MGT 320 Business Finance
- MGT 321 Strategic Marketing
- MGT 322 Leadership & Project Management
- MGT 362 Management Information Systems
- MGT 368A Management: Best Practices
- MGT 374A Organizational Strategy & Culture
- MGT 375 Business Ethics & Social Responsibility
- MGT 385 Human Resources & Legal Issues
- MGT 394A Special Topics in Business Management & Leadership (1-unit)
- POL 300 Effecting Change: Politics & Public Policy
- POL 331 Multiculturalism & American Politics
- POL 347 Public Policy
- POL 392 Engaged Citizenship
- PSY 310 Global Perspectives on Stress
- PSY 320A Counseling Theory & Technique
- PSY 323 Personal Relationships
- PSY 324 Effective Interventions in Mental Health
- PSY 328A Psychology of Gender & Sexuality
- PSY 333 Culture & Emotions
- PSY 335 Healing From Trauma
- PSY 339A Positive Psychology
- PSY 340 Theories of Personality
- PSY 341A Transformations of Consciousness
- PSY 345 Community Psychology & Social Change
- PSY 350 Anthrozoology: Human-Animal Relations
- PSY363 Psychopathology: Global Perspectives
- PSY 364 Principles of Group Counseling
- PSY 365 Crisis Assessment & Response
- PSY368A Family Systems: Global Perspectives
- PSY 369 Adult Development & Aging

- PSY 380A Issues in Chemical Dependency
- PSY 394A Special Topics in Psychology (1-unit)
- QNT 249 Accounting with Excel
- QNT 359 Micro Economics
- SOC 300 Oppression, Power & Privilege
- SOC 301 Restorative Justice
- SOC 305 Pacific Rim Cultures & Communities
- SOC 351 Diversity & Cultural Awareness
- SOC 370B Social Movements
- SOC 373 Social Dialogues
- SOC 377A The Latino Community in American Society

5. Core Course Requirement: To graduate, students must complete the following required Core courses at AUSB (18-21 quarter units **not** accepted as transfer work with exception of statistics):

- Educational Foundations (INT 302) to be taken first term
- Academic Writing (WRT 310) to be taken first term
- Service Learning in the Community (INT 303A)
- Ethics (choice from approved list below)
- Global & Intercultural Awareness (choice from approved list below)
- Research Methods & Statistics (QNT 389) – may be satisfied with transfer work
- Capstone Seminar (INT 308A) to be taken last term

Ethics Course (choice of one from approved list):

- ECO 301 Environmental Justice and Advocacy
- MGT 375 Business Ethics and Social Responsibility
- PHL 367 Ethical Issues in Contemporary Society

- PHL 369 Ethics and Legal Issues in Human Services

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

- COM 325 World Media
- COM 350 Media, Communication & Culture
- COM 355 Intercultural Communication
- GBL 301 Human Rights
- POL 331 Multiculturalism and American Politics
- PSY 310 Global Perspectives on Stress
- PSY 328 Psychology of Gender and Sexuality
- PSY 333 Culture and Emotion
- RLG 300 Spirituality and World Religions
- SOC 300 Oppression, Power and Privilege
- SOC 305 Pacific Rim Cultures & Communities
- SOC 351 Diversity and Cultural Awareness
- SOC 377A Latino Community in American Society

These courses may count as units for the concentration – please consult your Academic Advisor when making selections.

6. Area of Concentration Requirements: The Area of Concentration is the student's specialized field of learning. The student may include one Concentration in her/his program of study. The following stipulations apply:

- A Concentration must have a minimum of 30 units and may not exceed 60 units.
- At least 24 quarter units must be upper-division taken at AUSB in the chosen Concentration
- Students must complete the pre-requisite courses of the Concentration except for the Liberal Arts concentration, which has no pre-requisites
- Concentration requirements may include transferred courses

7. Other Stipulations for BA Planning: Several other stipulations apply for BA Program planning:

- No more than 24 units may be evaluated by a single instructor/evaluator.
- No more than 20 units may be earned in any single outside setting such as an internship site.
- No more than 3 units may be included in any one Prior Experiential Learning activity.
- Prior Experiential Learning units may be earned if the student does not have 120 quarter units at time of transfer, and only to reach 120 total units.
- Prior Experiential 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.

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.
- No more than 45 units of Prior Experiential Learning and only until the student reaches the 120 quarter unit maximum for transferable work.

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 INT 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.

- **Business Management and Leadership**
- **Entrepreneurship**
- **Environmental Studies**
- **Applied Psychology**
- **Liberal Arts**

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.

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.

Areas of Concentration

Currently, Antioch offers seven Areas of Concentration for which courses are regularly scheduled in the BA curriculum—Child Development and Education, Communication and Media, Applied Psychology, Business Management and Leadership, Entrepreneurship, Environmental Studies, and Liberal Arts. A list of courses currently offered for each Concentration is listed in the Course Description section of this Catalog. Elective courses and workshops are offered each year in these Concentrations. Students may also take courses concurrently at other accredited institutions to supplement work in any of these Concentrations with approval of an Academic Advisor.

Major Areas of Concentration

- **Child Development and Education**
- **Communication and Media**

1. Child Development and Education (CDE)

The Child Development & Education concentration weaves a cohesive understanding of child development (from birth through adolescence), family systems, and social contexts to prepare culturally competent caregivers and educators. Responsive childhood education influences the formation of the individual for life. Students choosing the Child Development & Education concentration are most likely already in or planning to enter 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 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.

Pre-requisites

All courses at AUSB are upper-division and students pursuing this concentration must complete the following lower-division pre-requisite course topics prior to their second quarter.

- **Child, Family and Community**

- Health, Safety and Nutrition for Children
- Child Growth and Development

At Antioch, students must complete at least 8 (24 units) of the following courses (chosen in consultation with an Academic Advisor):

- Child Development and Learning
- 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
- The Parent/Child Relationship
- Special Education: Response to Intervention
- Child Psychology: The Effect of Trauma
- Media, Technology & Children
- Practicum I: Child Advocacy
- Practicum II: Curriculum

Students may choose from the following related elective courses to complete their curriculum: Human Rights, Positive Psychology, Theories of Personality, Issues in Chemical Dependency, Group Dynamics, Intercultural Communication, Latino Community in American Society, and Conflict Management to name a few (chosen in consultation with an Academic Advisor).

2. Communication and Media (CME)

The Communication and Media concentration is designed to provide students with an interdisciplinary understanding of how massive changes in the media—from global digital communications, wireless networks, Web 3.0, and persistent connectivity—are transforming media usage and media industries around the globe. The program explores how all mediated forms (film, print, digital, and electronic) affect people, organizations, and cultures with a focus on training critically aware professionals for advanced careers in media. Courses help students explore their own values and practices as well as how they shape the values and practices of others through producing media. Students who choose this concentration 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.

Pre-requisites

All courses at AUSB are upper-division and students pursuing this concentration must complete one set of the following lower-division pre-requisite course topics prior to their second term.

Communication:

- Introduction to Communication
- Fundamentals of Public Speaking
- Interpersonal Communication

Journalism:

- Reporting/Writing
- Mass Media and Society
- Journalism Publication (choice of print, radio, on-line, etc).

Film & TV Production:

- Principles of Audio Production
- Non-linear Editing
- Film and Video Production or Documentary Filmmaking

Film Studies:

- Introduction to Film
- American Film or Contemporary Film
- Film Genres or World Cinema

Photography:

- Intermediate Photography
- Image Editing or Portfolio Production
- Advanced Techniques (e.g., fine art, press, advertising, portraiture)

At Antioch, students must complete at least 8 (24 units) 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
- Media, Technology & Children
- Contemporary Issues in Media
- Group Dynamics
- Public Speaking
- Intercultural Communication
- Documentary Filmmaking
- Advertising & Culture
- Exploration of Film
- Language Acquisition & Development

Students may choose from the following related elective courses to complete their curriculum: Leadership & Project Management, Strategic Marketing, Business Planning & Development, Creative Writing, Personal Journal, Creative Writing: Fiction, 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 (MGT)

This 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 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.

Pre-requisites

All courses at AUSB are upper-division and students pursuing this concentration must complete one set of

the following lower-division pre-requisite course topics prior to their second quarter:

Accounting:

- Introduction to Accounting
- Financial Accounting
- Payroll Accounting

Business Administration:

- Introduction to Business
- Introduction to Management
- Financial Accounting

Finance:

- Introduction to Finance
- Managerial Finance
- Financial Accounting

Marketing:

- Introduction to Marketing
- Marketing Communication
- International Marketing or Public Relations

International Business:

- International Business
- International Law
- International Marketing or Public Relations

At Antioch, students must complete at least 8 (24 units) 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 or History of Globalization
- E-Business and E-Commerce
- Entrepreneurship
- Business Planning & Development
- Micro Economics

Students may choose from the following related elective courses to complete their curriculum: Public Policy, Social Media, Public Speaking, Group Dynamics, Intercultural Communication 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 (ENT)

The Entrepreneurship 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.

Pre-requisites

All courses at AUSB are upper-division and students pursuing this concentration must complete the following lower-division pre-requisite course topics prior to their second quarter.

- Introduction to Entrepreneurship
- Business Plan Development or Market Plan Development
- Start-up to Expansion or Entrepreneurial Projects

At Antioch, students must complete at least 8 (24 units) of the following courses (chosen in consultation with an Academic Advisor):

- Entrepreneurship
- New Venture Project
- E-Business & E-Commerce
- Business Planning & Development
- Business Ethics & Social Responsibility
- Leadership & Project Management
- Sustainable Business Practices
- Public Policy
- Human Resources & Legal Issues
- Global Economics
- Internship
- Organizational Strategy & Culture
- Strategic Marketing

Students may choose from the following related elective courses to complete their curriculum: Social Media, Public Speaking, History of Globalization, Group Dynamics, Business Finance, 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. Environmental Studies (ECO)

The Environmental Studies concentration emphasizes ecosystems around the world, focusing on the ethical, economic, and political issues that affect them. Students gain understanding in global ecological and social processes connecting people, policy, and the environment. Students develop critical skills in observation, environmental planning, and policy development with an interdisciplinary grounding in environmental and conservation issues. The program synergizes an innovative curriculum combining environmental, political, global, and holistic courses with opportunities to gain practical experience and network in local communities.

The AUSB Environmental Studies concentration will emphasize environmental advocacy and global awareness. Through courses, experiential learning, hands on training, internships, and working in the community with environmental activists, students will learn key environmental concepts as well as skills for effecting change through advocacy and policy work. In addition, students will gain an awareness of ecosystems around the world and the cultural and economic factors that influence them.

The Environmental Studies prepares students for careers in: environmental health and management, natural resources and conservation, outdoor and environmental education, environmental law and regulation, policy, environmental advocacy, international environmental issues, and non-profit or governmental organizations. Students will also be prepared to continue on to graduate school in a variety of fields including environmental studies, social entrepreneurship, and business.

Curriculum

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 prerequisite courses prior to their second term. Students are strongly encouraged to complete several of the following courses (chosen in consultation with an Academic Advisor):

- Global Environmental Studies
- Environmental Justice & Advocacy
- Marine Ecology
- Sustainable Business Practices
- Eco psychology
- Global Economics
- Engaged Citizenship
- Research Methods & Statistics
- Special Topics in Environmental Studies
- Internship with Environmental Organization
- Effecting Change: Politics & Public Policy
- Intercultural Communication
- Organizational Strategy & Culture
- Entrepreneurship

Students may choose from the following related courses to complete their curriculum: History of Globalization, Leadership & Project Management, Community Dialogue & Coalition Building, Human Rights, Public Speaking, Social Media and Documentary Filmmaking to name a few.

Internships

Internships that provide hands-on experience in environmental work may be designed in a variety of settings. Antioch encourages students to design their own internships and Santa Barbara is rich with opportunities for working with a wide range of environmental issues and organizations.

Preparation for Work and Graduate Study

The Environmental Studies Concentration prepares students for graduate work in environmental studies, environmental policy, environmental advocacy, and other related fields including green energy and business. It provides a meaningful background for a

variety of other professional careers, as knowledge in environmental studies is central to many professions.

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

The Environmental Studies concentration prepares students for careers in: Environmental Health and Management; Natural Resources and Conservation; Outdoor and Environmental Education; Environmental Law, Policy, and Regulation; Environmental Advocacy; International Environmental Issues; and Non-profit or Non-governmental Organizations (NGOs).

6. Applied Psychology (PSY)

The profession has given rise to a mental health industry and a variety of professional roles and responsibilities. This concentration encourages students to examine the values and biases embedded in psychological theory as well as the historical, societal, and political context of psychological theories and practices. The curriculum is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and global psychology. Courses focus on theory and intervention skills that modify behavior, teach client skills, or support individuals who are experiencing psychological distress. 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.

Pre-requisites

All courses at AUSB are upper-division and students pursuing this concentration must complete one set of the following lower-division pre-requisite course topics prior to their second quarter:

Psychology:

- General Psychology
- Human Development
- Social Psychology

Alcohol and Drug Counseling:

- General Psychology
- Alcohol and Other Drugs
- Individual/Group Counseling Techniques

At Antioch, students must complete at least 8 (24 units) of the following courses (chosen in consultation with an Academic Advisor):

- Psychopathology: Global Perspectives
- Counseling Theory & Technique
- Theories of Personality
- Community Psychology & Social Change
- Principles of Group Counseling
- Positive Psychology
- Culture & Emotion
- Personal Relationships
- Healing From Trauma
- Anthrozoology: Human-Animal Relations
- Eco psychology
- Child Development and Learning
- Adolescent Development
- Adult Development & Aging

- Issues in Chemical Dependency
- Family Systems: Global Perspectives
- Child Psychology: The Effect of Trauma
- Ethical and Legal Issues in Human Services
- Psychology of Gender & Sexuality
- Global Perspectives on Stress

Students may choose from the following related elective courses to complete their curriculum Child Advocacy, Transformation of Consciousness, Theories of Learning & Cognition, The Parent/Child Relationship, 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 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

7. 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.

- Art (ART)
- Child Development and Education (CDE)
- Communication and Media (COM)
- Environmental Studies (ECO)
- Entrepreneurship (ENT)
- Global Studies (GBL)
- Interdisciplinary Studies (INT)

- Business Management and Leadership (MGT)
- Music (MUS)
- Philosophy (PHL)
- Political Science (POL)
- Applied Psychology (PSY)
- Religious Studies (RLG)
- Sociology (SOC)
- Writing (WRT)

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 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

Antioch University Santa Barbara offers a unique program that allows undergraduate students enrolled in the BA Program to gain early admission to the graduate program in education. In addition, students can apply up to 20 units of academic credit to both undergraduate and graduate degrees, thus saving time and money.

The Early Decider Program (EDP) allows BA students to apply and gain provisional acceptance to the Master of Arts in Education and Teacher Credentialing (MAETC) or Masters in Education and Teacher Credentialing (MEDTC) Program if they meet certain requirements and deadlines.

EDP Requirements & Deadlines:

The student must do all the following by the specified deadlines.

- Apply to the Early Decider Program no later than Fall Quarter

- In consultation with academic advisor, create a Curriculum Plan of BA courses for Winter and Spring Quarters
- Complete all of the BA degree requirements by end of Spring Quarter
- By completion of Spring Quarter, have 20 or less upper-division units remaining to complete the BA degree
- Taken and passed the CBEST exam and taken or registered for the CSET exam by end of Spring Quarter (see below for list of BA courses that will help you prepare for these exams – exam information found at www.cbest.nesinc.com and www.cset.nesinc.com respectively).

Benefits:

- Earn 20 units (1 quarter) of graduate level credits for both graduate and BA degrees
- Reduced tuition rate in summer and summer tuition earns credit in both programs
- Qualify for California Cal Grants

Fall

- Meet with advisor to complete EDP application and Curriculum Plan
- Enroll in and pass courses to satisfy BA degree requirements

Winter

- Apply to MAETC or MEDTC Program
- Enroll in and pass courses to satisfy BA degree requirements
- Study for CBEST & CSET exams

Spring

- Enroll in and pass courses to satisfy BA degree requirements
- Enroll in INT 308 Senior Capstone
- Take and pass CBEST exam
- Take and pass or register for CSET exam

Summer

- Enroll in and pass courses for MAETC or MEDTC Program (20 units)

Fall

- Enroll in and pass courses for MAETC or MEDTC Program (19 units)
- Apply for full admission to MAETC or MEDTC Program

Antioch undergraduates who take MAE or MED courses may apply up to 20 units of credit toward their BA degree during Quarter One (summer) of the MAETC or MEDTC Program.

Students who apply to the Early Decider Program must submit a calendar of proposed classes along with their degree plan, and must receive approval from their Advisor.

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:

- number of semester units x 1.5 = number of quarter units,
- number of trimester units x 1.5 = 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 an 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 Office of the Registrar.

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 recorded 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 WRT 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 WRT 312 Advanced Academic Writing instead of WRT 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 (MAE/TC) or MED/TC Program

An Antioch undergraduate student can apply and gain early acceptance in the Master of Arts in Education and Teacher Credentialing (MAE/TC) or MED/TC Program if he/she also meets other, standard requirements. The student must have 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/TC or MED/TC Program course credit toward their BA degree during quarters one and two of the MAE/TC or MED/TC Program. Courses offered after quarter two, however, cannot be credited towards the BA degree. Instead, they are credited toward the Education degree. Undergraduate students must complete their BA degree prior to beginning their full-day student teaching (For further information, see the [Education Program 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 consist of three quarters of coursework (and supervised experience starting in the third quarter and continuing through the summer). Students admitted into the post-bachelor's entry track, **upon successful completion of the first year of coursework**, will continue their studies with students who are admitted to the post-master's track in Year 2.

Bachelor of Arts Course Descriptions

Art Courses

ART 320 Art and the Creative Process

3 units

This course is an explanation of the language and meaning of visual imagery in art. Students will develop an informed understanding and appreciation of the role of the artist. The course offers guidance to cultivating your creative self through encounter with art, artists, lectures, selected readings, writing and discussion. Assignments include creating art while we explore different mediums for expression and ways to integrate art into everyday life.

ART 321 Exploration of Film

3 units

The class explores the aesthetics of film including 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.

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 situations. 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.

CDE 304 Emerging Models of Early Childhood Education

3 units

This course will explore 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.

CDE 305 Integrating Curriculum:

Best Practices

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.

CDE 306 Media, Technology and Children

3 units

This course is a study of the impact of modern media upon the physical, cognitive, social, and emotional development of children. A critical exploration of communications through such channels as television, music, magazines, the Internet, and video games will be conducted. The positive as well as the negative manner in which the media influence the attitudes, values, and behaviors of young audiences will be examined.

CDE 307 Child Advocacy

3 units

This course will explore a variety of concepts in child advocacy, including a range of individuals, professionals and advocacy organizations who promote the optimal development of children and family systems. Topics include individuals or organizations engaging in advocacy to protect children's rights that may be abridged or abused in a number of areas. These topics will be examined from a variety of perspectives, both theoretical and cultural, and case studies will be analyzed.

CDE 308 Special Education:

Response to Intervention

3 units

This course provides an overview of the Response to Intervention (RTI) model, a multi-tiered framework designed to provide data-differentiated instruction appropriate for today's diverse learners. Students will explore the assessment, intervention, and monitoring practices consistent with the model and apply its concepts to practical situations with regard to special education. Students will develop an understanding of relevant legal and ethical factors as well as the use of transdisciplinary teams, classroom grouping strategies, and researched-based instructional methods and programs.

CDE 310 Practicum: Child Advocacy**3 units**

This practicum includes a field-based experience and is to be taken in conjunction with CDE-307 Child Advocacy. Students will spend 20 hours at an approved site and begin to look at childcare systems through the lens of advocacy. Through structured observations, the student will examine a range of factors that promote the optimal development of children and family systems. From the field experience, we will consider the teacher/caregiver's role in assessing and addressing problems in the classroom, connecting with appropriate social agencies, and supporting families. Finally, as part of professional development, students will look at organizations at the local, state, and national level that can be accessed to keep current with advocacy opportunities in the early childhood field.

CDE 311 Practicum: Curriculum**3 units**

This practicum includes field-based experience and is taken in conjunction with CDE-305 Curriculum Development. Students will spend 20 hours at an approved site and begin to look at curriculum designed for early childhood programs and the relationships of students, teachers and parents in the classroom. Through structured observations and assignments, the students will examine a range of factors that promote optimal development and learning.

CDE 320 The Parent/Child Relationship**3 units**

This course will focus on parent/child relationships and all the societal factors that affect them. Students will research and explore contemporary issues related to family structures and the resiliency of children to meet their needs in a fast-changing world. Students will become familiar with current neuroscience findings on children's brain development. Any adult working with or caring about children and families will benefit from the material presented and the broad vision of the vital role children play in our future.

CDE 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.

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

This course examines the models and processes relevant to human cognition and learning. Topics

include information processing, attention, memory, language, problem solving, and decision making. Surveys of empirical research and applications of concepts to everyday experiences will be conducted.

HDV 455 Child Development and Learning**3 units**

This class provides students with the opportunity to study and do research related to current child development theory and their applications in school and classroom contexts for children in grades K through 8. Students learn to read and interpret professional journal articles in order to explore the influence of culture on child development and child rearing practices. Student will learn to conduct developmental observations and interviews with children. Primary topics are cognitive, emotional, social and moral development, moral education, the role of children in US culture, and children's rights. This course is offered by the MAE Program.

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 structure and its use, and the developmental and sociocultural factors that affect language learning and use. Genetic and social factors influencing cognitive and social development are studied. Candidates 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, and ethnicity impact language learning. Then, the course focuses on dialects and standard languages, the implications of the differential status of language and dialects, value systems, acculturation patterns, and language environments. Finally, 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. This course is offered by the MAE Program.

CDE 394A Special Topics in Child Development and Education**1 unit**

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

Communication and Media Courses

COM 320 The Narrative

3 units

We will explore the art and the craft of telling a story, whether fiction or non-fiction, using primarily film, video and new media. Both theoretical concepts and practical issues of creating an effective narrative will be examined. Students will begin to identify their own personal voice, and learn how to help others communicate theirs.

COM 321 Interpersonal Communication in a Media World

3 units

Over the last decade, technology has compressed the world into a global village. Even though communication between dyads are now immediate and easily accessible, understanding the effects of interactions and relational development through the use computer mediated communication has brought new challenges in our world. This course examines different theoretical and practical approaches in understanding the effects of interactions (pros and cons), how relationships are developed, maintained, and terminated, and perceptions in a media saturated world.

COM 322 Documentary Filmmaking

3 units

Documentaries are powerful tools in accomplishing social justice work. They not only tell the story of the injustice and its impact but can bring about awareness and change through informing and mobilizing others. In addition, the advent of hand-held media devices, like smart phones, have put the power of the media into nearly everyone's hands. This class will focus on how to use documentary filmmaking to address social justice issues. Students will learn how to document people, places, and things around them, interpret the material gathered and produce a visual nonfiction story. We will focus on story structure and using simple and easy-to-access media tools for creating a short documentary.

COM 323 Social Media

3 units

The emergence and diffusion of technology has provided us with two different realms to reside in: the real world and the social media world. Social media has drastically changed how we communicate with each other, from societal to individual levels. The question we will examine in this course is how do social media shape our lives and more importantly, how do we want it to shape our lives? This course examines different theoretical and practical approaches in understanding the effects of social media in our media saturated world. We will discuss how social media affects perceptions, relationships, education,

business, global, and our identity.

COM 324 Community Dialogue & Coalition Building

3 units

Communication takes many forms from interpersonal to cross-cultural to mass and social media. One form utilizes them all – community dialogue, the process by which diverse members of a community come together to identify, discuss and resolve issues and concerns. Community dialogue is a facilitated process that can be orchestrated by a range of individuals including citizens, elected officials, corporate representatives, media professionals, and activists. This course will explore the many ways communities respond to conflict including grassroots organizing, community dialogues and coalition building. We will examine the topics of community, communication, and conflict and review a variety of successful examples.

COM 325 World Media

3 units

The right to communicate was enshrined in the United Nations Charter on Human Rights more than 60 years ago. This was long before much of the media that we now take for granted was even imagined in this country, let alone much of the rest of the world. This course will examine what the right to communicate means within a social justice framework and how it plays out in various parts of the world and for various communities of interest. We will examine a variety of media and the ways that they are or can be used for good and ill; how the producers impact content delivery; what best practices are; and how to remedy poor practices.

COM 326 Publishing & Distribution

3 units

This course will provide an overview of strategies, venues and pathways to reach target audiences. Topics will include how to craft and deliver a message, establish the audience, create a brand, and secure funding. Both domestic and international arenas will be explored.

COM 327 Contemporary Issues in Film/Video Media

3 units

This course is an exploration of theories of media, technology and culture as they relate to the study of cinema, focusing in particular on the age of "new media" or computer technologies. Increasingly new forms of technology are transforming the way we perceive and interact with moving images. Survey of central concepts and major theoretical debates associated with film/video in relation to new media, putting these debates in the context of film's relation to other now older media such as photography, television and home video. Topics will include: indexicality in relation to digital technology, remediation, the virtual, information theory, convergence culture, software

studies, digital animation and special effects, gaming and interactivity.

COM 328 Contemporary Issues in Print Media
3 units

This course is an exploration of print media including policies and regulations; print media production, planning and editing; new writing; editorialization; specialized journalism; photojournalism, etc. This course will synthesize and deepen students' understanding of theoretical and contextual approaches to the interpretation of print media. This heightened understanding of theory will, at the same, enhance student analysis of the contemporary issues and concerns relevant to print media in society.

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 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 394A Films on Social Justice Topics
1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

Environmental Studies / Ecology Courses

ECO 300 Ecopsychology
3 units

Ecopsychology recognizes the complex interconnection, interaction, and interdependence among living and non-living nature. It is a cross-pollination among the sciences and humanities that provides a critical and necessary understanding that the wellbeing, the flourishing of the planet and that of the human and nonhuman world must include sustainable and mutually enhancing relationships. This course emphasizes relationships between personal, community, organizational, economic, social, ecological and ethical issues.

ECO 301 Environmental Justice and Advocacy
3 units

In this course, students explore fundamental environmental justice issues and effective means of advocacy. Environmental Justice is the fair treatment and meaningful involvement of all people with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Environmental justice is achieved when everyone – regardless of race, color, national origin, or income – has the same degree of protection from environmental and health hazards and equal access to the decision-making process. Students will gain awareness of environmental justice issues and examine case studies from around the world. This course satisfies the

Ethics requirement.

ECO 302 Marine Ecology

3 units

This course is designed to give students an interdisciplinary perspective of marine science focusing on organisms, ecosystems, currents, and future environmental problems our oceans face, such as ocean acidification. Organisms in the sea will be discussed, including microbes, algae, invertebrates, fishes, reptiles, birds, and mammals. The ecology of plants and animals in various marine habitats, including rocky shores, estuaries, open ocean and deep sea, will be covered. Included topics are the natural history of Santa Barbara oceanic habitats and the Channel Islands National Marine Sanctuary.

ECO 345 Global Environmental Studies

3 units

The goal of this course is to give students an appreciation and understanding of the natural world. From the local scale to the global scale, we will use several approaches in our study of the science of ecology, and in the process, learn something of the natural history of the Santa Barbara area and the global processes important in controlling such phenomena as global warming. The course will include one mandatory all-day field trip. Satisfies Quantitative Relationship requirement

ECO 376 Sustainable Business Practices

3 units

In this course students explore 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.

ECO 394A Special Topics in Environmental Studies

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

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.

ENT 301 New Venture Project

3 units

This course explores how entrepreneurial ventures are formed, including idea generation, innovation, the venture creation process, feasibility analysis, market validation and business models. Students will be introduced to frameworks for assessing and analyzing the impact, viability, and sustainability of ventures. Students will gain the tools necessary for evaluating opportunities, how to choose markets for entry, when to enter, and what resources and capabilities are required to launch a successful venture. In addition, students will have the opportunity to develop their own new venture project.

ENT 377 E-business and E-commerce

3 units

This course provides 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, cyber law, and customer relationship management are also addressed.

ENT 379 Business Planning and 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.

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.

GBL 301 Human Rights

3 units

In 1948, the UN adopted the Universal Declaration of Human Rights, followed by protection for social, cultural, civil and political rights, including actions by governments and NGOs to address the desperate plight of hundreds of millions of children, women, refugees, indigenous peoples and prisoners. Students will be challenged to examine factors contributing to local and global human rights abuses, and to appreciate the courageous actions of individuals and organizations that actively seek to protect human rights. Satisfies both Global & Intercultural Awareness requirements.

GBL 314 Conflict Management I: Nature and Cause

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.

GBL 315 Conflict Management II: Analysis and 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.

GBL 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.

Interdisciplinary Courses

INT 302 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.

INT 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 nonprofit organization while reflecting upon their service learning in a weekly seminar setting. Through 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 as they analyze, discuss, and write about their combined field and classroom learning. Required for all students.

INT 308A Senior Capstone
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. The course culminates in a presentation to the faculty and students. Required in the last quarter for all students.

INT 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.

INT 210A Prior Experiential Learning Workshop
0 units

This 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. Students are required to complete this workshop before (or simultaneously with) registration for any priors. No credit is awarded for this workshop.

INT 394A Readings on Social Justice Topics
1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to

six times.

Business Management and Leadership Courses

MGT 320 Business Finance
3 units

Whether you are a business executive, entrepreneur, or would-be investor, understanding and assessing the fiscal health of a business is paramount to making sound financial decisions. In this course, we examine key aspects of financial management from micro-level health assessment of a business, to macro-level decision-making in financial markets. Students will gain theoretical and practical knowledge for understanding, forecasting and managing financial issues within an organization. Course topics include operating and capital budgets, financial reports, financial analysis, and fiscal controls.

MGT 321 Strategic Marketing
3 units

This course will provide an overview of a strategic marketing techniques and the practical application of these methods as applied to small business, start-ups, and large corporations. Topics to be addressed and discussed include: the evolution of online, mobile and social marketing and its crucial role as a driver of growth, structured approaches to marketing campaigns, use of market research, market segmentation and targeting, positioning, branding, product development and pricing. The analysis of effective media channels for targeted marketing campaigns and methods used to measure and track results will also be covered. In addition to analyzing an existing company's strategic marketing initiatives, each student will also create a strategic marketing plan for a business, product or service of his or her choice.

MGT 322 Leadership and Project Management
3 units

Project management is a continuous challenge for most of us. We manage projects daily - social, academic, and/or professional. The recorded history of project management has changed from a time when only engineers were in charge of large-scale projects to what we experience today, where homemakers, students, community advocates, and all levels of business associates lead and support team projects. This course focuses on the essential aspects of project leadership and management, covering the six fundamentals of project management: defining the scope, initiating, planning, launching, executing, and closing the project. These fundamentals are viewed from both the perspectives of the project leader and the project member. Topics include the dimensions of leadership, determining the direction, scheduling,

managing risk, and creating a healthy team environment.

MGT 362 Management Information Systems
3 units

Management Information Systems covers the role of technology in facilitating management decision-making and day-to-day operations for a typical business or organization. Emphasis is on the capabilities of modern day information systems and technology's relationship to customers, administration, and management.

Computer literacy is a prerequisite for this course.

MGT 368A Management: Best Practices
3 units

This course will focus on best practices management with a primary emphasis on what constitutes best practices in leadership and management in today's complex world. This course will focus on the importance of the leader as teacher within the organization and community. Students will explore how leaders emerge, and learn to understand the importance of visionary leadership within a framework of social responsibility. The course will delve into the aspects of servant leadership that emphasizes collaboration, trust, empathy, and the ethical use of power. Leading in a diverse world, leading in a time of crises and complexity, and how today's leaders and managers handle change today and into the future will also be examined.

MGT 374A Organizational Strategy and Culture
3 units

This course explores the improvement of organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. This exploration uses behavioral science techniques to diagnose current and potential organizational problems. The course then applies theory, practice and research to determine appropriate interventions to address the problem. Long-range strategies for prevention of future organizational problems are also discussed. The course will emphasize case studies and the use of role-playing by students to develop insights into the best use of interventions.

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. Satisfies Ethics requirement.

MGT 385 Human Resources and Legal Issues
3 units

This course provides an in-depth understanding of the human resources function and related legal issues and their impact on the professional manager. Subject areas include: employee relations, compensation practices, collective bargaining, human resources planning, quality of work life, employment law and affirmative action.

MGT 394A Special Topics in Business Management and Leadership

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

Music Courses

MUS 320 Exploration of Music
3 units

This course explores selected music areas and cultures from around the world and the local Santa Barbara music scene. We will learn terms and concepts of music such as: sound, timbre, pitch, intervals, scales, melody, harmony, and rhythm. Within the musical context we will explore different cultures, musical genres, instruments played, and the transmission and performance practices used by each culture. This course is designed to be an engaging and "hands-on" musical experience.

Philosophy Courses

PHL 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.

PHL 369 Ethical 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.

Political Science Courses

POL 300 Effecting Change: Politics & Public Policy

3 units

This course will explore contemporary models and strategies for effecting change in society. Change occurs at the intersection of the voice of the people, the political process, legislation and public policy. We will examine all of these avenues for change, including the role of money, special interests, media and messaging and how they influence each other in today's political and economic world. Students will gain practical knowledge for how to effect change from the "bottom up" through grassroots organizing and building coalitions as a way to influence political leaders, public policy and legislation, the "top down" view. We will examine current examples of pressing social justice issues from relevant state, national and international perspectives and formulate strategies designed to effectively influence and change public policy.

POL 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. Satisfies Global & Intercultural Awareness requirements.

POL 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.

POL 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.

Psychology Courses

PSY 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.

PSY 320A Counseling Theory and Technique

3 units

This course explores the fundamental helping skills a counselor must practice and master in order to build rapport, foster trust and facilitate constructive collaboration in a variety of settings. Students learn about and practice these skills in the development of a helping relationship characterized by warmth, respect, genuineness, congruence and empathy. Special emphasis is placed on the process of adapting strategies to the individual characteristics of the client, such as disabilities, gender differences, sexual orientation, developmental levels, culture, ethnicity, age and health status.

PSY 323 Personal Relationships: The Making and Breaking of Affectional Bonds

3 units

This course will explore both the positive and negative aspects in the dynamics of various types of relationships such as parent/child, friend, sibling, romantic/sexual (both heterosexual and gay/lesbian/bisexual), aging parent/adult child, and employer/employee to name a few. We will analyze major world philosophies and moral perspectives in regards to marriage, parenting, adult child/parent issues. Students will have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics on personal relationships.

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 328A Psychology of Gender & Sexuality
3 units

This course introduces students to the interconnectedness of sex, gender, and sexuality. Students explore the biological, psychological, social, political, and cultural meanings of gender and sexuality in a contemporary, global and trans-cultural context. Special emphasis is placed on the effects of oppression, including sexism, racism, misogyny and homophobia.

PSY 333 Culture and Emotion
3 units

The science of emotion is critical to our understanding of human behavior and needs. This course explores the major psychological perspectives on emotion, both historic and contemporary, with an emphasis on cultural context. Topics include the components and functions of emotions, causes of emotions, and individual, gender, and cultural differences. Students will explore the causes of emotional dysfunction and how emotions can be regulated and controlled.

PSY 335 Healing From Trauma
3 units

This course will offer an overview of trauma, loss and the theoretical frameworks that link trauma to the healing process, including diversity and cultural implications. Various traumas such as domestic violence, violent crime, grief, and natural disasters will be considered in this overview along with responses such as post traumatic stress disorder (PTSD). We will explore effective therapeutic interventions for both children and adults.

PSY 339A Positive Psychology
3 units

This course provides an overview of the strengths and virtues that enable individuals and communities to thrive. The field of Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and

play. Its three central tenets are explored: positive emotions, positive individual traits, and positive institutions. This includes the study of contentment with the past, happiness in the present, and hope for the future.

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 341A 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 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 paraprofessional workers to address social problems. Topics include: social, political and economic influences on the individual; ways people cope with stressful environments and events; the respective roles of prevention and treatment in various intervention strategies; and tactics used by change agents -- social service employees, community activists, mental health practitioners and others who seek to improve the quality of life in their community. This course also critiques research methods used in program evaluation to assess the effectiveness of social innovations.

PSY 350 Anthrozoology: Human-Animal Relations
3 units

This course explores the interdisciplinary field of Anthrozoology from a psychological perspective. Anthrozoology is the study of the many different ways in which human and non-human animals relate to each other and impact each others' lives. Topics covered in this course represent an overview of current issues in Human-Animal Studies. This includes humans' relationships with pets, psychological and physiological

benefits of companion animals, concern for animal rights and animal welfare, the link between cruelty to animals and violence toward humans, individual differences in people's relationships with animals, and a review of moral and ethical concerns about eating meat, wearing fur, and the use of animals for research and entertainment. In addition to the psychological perspective, this course uses historical, cultural and environmental perspectives to examine the human-other animal bond.

**PSY 363 Psychopathology:
Global Perspectives**

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 not-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 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 368A Family Systems:
Global Perspectives**

3 units

This course provides an overview of family systems in a global context. Students will explore family structures as manifestations of the cultural groups to which the family belongs, and interventions which reflect those cultural values. First to define family therapy were

American family therapists such as Whitaker, Satir, Minuchin and Bowen. But as family therapy travels across the globe, it is changing to fit unique cultures and circumstances. This course explores both American and global models of the family as a living system in which change is best facilitated by considering the family in context. Students will have an opportunity to examine their own family system through a variety of class assignments.

**PSY 369 Adult Development & Aging
3 units**

This course provides an in-depth exploration of 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.

PSY 394A Special Topics in Psychology

1 unit

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

Quantitative Courses

QNT 249 Accounting with Excel

3 units

Accounting is the language of business by which we communicate the health or sickness of an enterprise, determine the direction in which it is heading, and measure the results of our business decisions. Understanding the principles and concepts of accounting and finance will prepare you to learn more advanced topics such as business plan preparation and developing a business case to justify the implementation of new policies such as social responsibility and environmental impact programs. You also need to become proficient in the use of Excel for accounting purposes. This course will ensure that students have an understanding of Excel, accounting terminology, accounting principles and concepts, elements of accounting, the four financial statements, and non-financial reporting options. This is a lower division course. Satisfies Quantitative Relationship requirements.

QNT 359 Micro Economics

3 units

Economics is the study of human behavior as it relates to the use of scarce resources to satisfy unlimited human wants. It is about how one action affects another and tracking the consequences of both action and inaction. Microeconomics is the study of the economic interaction of individuals (consumers) and entities (producers) in specific markets. This course is intended to be an overview of the fundamentals of microeconomics including current terminology and key concepts. We will discuss supply and demand, markets, government intervention, comparative advantage and externalities. Satisfies Quantitative Relationship requirements.

QNT 389 Research Methods and Statistics

3 units

This course provides an understanding of the importance of science research and covers 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. Required of all students – maybe satisfied with transfer work. Satisfies Quantitative Relationship requirements.

Religious Studies Courses

RLG 300 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.

RLG 370A Magic, Witchcraft & Religion

3 units

This 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.

Sociology Courses

SOC 300 Oppression, Power and Privilege

3 units

This class explores the nature of oppression, power and privilege both in the United States and throughout the world. Systems of oppression operate on individual, institutional and societal levels through conscious and unconscious actions and beliefs to exploit some people and benefit others. These actions and beliefs are based on perceived membership in social groups including those based upon race, gender, class, age, ability, sexual orientation and religion (to name a few). Lectures, discussions and reading assignments will provide students with substantive information on oppression and privilege as well as their causes and effects. Students will also learn ways to affect systems of privilege and oppression through their praxis for social justice and their professional pursuits.

SOC 301 Restorative Justice

3 units

This course will explore the guiding principles of restorative justice and how it is distinguished from retributive and criminal justice models. According to Zehr, "Restorative justice is a process to involve, to the extent possible, those who have a stake in a specific offense, and to collectively identify and address harms, needs and obligations in order to heal and put things as right as possible" (2002). Students will learn about the benefits and challenges of the restorative justice process by examining local, national and global case studies.

SOC 305 Pacific Rim Cultures and Communities

3 units

This course examines the cultures of various countries that comprise the Pacific Rim. Students are informed through the analysis of cultural norms, values and beliefs of Pacific Rim communities, both within the US and around the world. Through the application of critical thinking skills, students will compare and contrast certain Pacific Rim cultures, learn how history, climate, geography, and trade impact relationships, and explore the contribution that this dynamic area of the world makes to the global community.

SOC 351 Diversity and Cultural Awareness

3 units

Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships. Any single aspect of community affects the whole. Some may argue that the comfort of distance between people in the community is diminishing rapidly and causing a clash of lifestyles.

Others would say that the community is coming together to redefine and improve itself. What are the levels and spheres that make up a diverse community? What role does awareness of diversity and culture play in the life of the community? This course is designed to generate responses to these questions. Professionals, activists, families, and private citizens who are part of this community have been invited to participate in a series of colloquia to share their knowledge, experience, and opinions with the class and community members. Satisfies Global & Intercultural Awareness requirements.

SOC 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.

SOC 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.

SOC 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.

Writing Courses

WRT 300 Writing Review **1 unit**

From elements of effective academic writing to grammar and punctuation, this 1 unit class offers a review of writing basics and support for first year writing assignments. Intended for returning students, students who struggle with or lack confidence in writing and/or who face second language issues, this class will be a combination of workshops and mini-lessons with assignments designed to address individual needs. May be repeated one time.

WRT 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. Required in the first quarter for all students.

WRT 311 Creative Writing **3 units**

This course is an explanation of short fiction, creative nonfiction, poetry and drama for students who seek an adventure in creative writing. Students will use their imagination to play with various writing techniques, which are relevant to all types of writing and genres. Through discussion and written exercises, students will write across genres and discover how they share similar sources and build on similar skills.

WRT 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: WRT 310 or permission of instructor. Strongly recommended for students who plan to attend graduate school.

WRT 313 Creative Writing:**Fiction****3 units**

This is a course in writing narrative prose, short stories, or novel chapters 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, and weekly at-home exercises from the course text: prompts designed to juice the creative muse and to provide enjoyable practice in certain narrative elements.

WRT 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.

WRT 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.

WRT 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 will be considered in this class, along with ways to use this creative process to survive some of life's more difficult transitions. The course includes selected readings and weekly journal writing exercises utilizing guided imagery, dialogue, the portrait, and the not-posted letter.

WRT 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.

WRT 394A Special Topics in Writing**1 unit**

Every quarter, a variety of one-unit seminars are offered on contemporary topics. See [Schedule of Classes](#) for current offerings. May be repeated up to six times.

Master of Arts in Clinical Psychology

The Master of Arts in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive individuals who want to be professionally licensed as Marriage and Family Therapists (MFT) or as Licensed Professional Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36. As part of their curriculum students earn a portion of the 3,000 hours of supervised clinical experience required for an MFT license. Clinical Experience for LPCC licensure accrues post-graduation.

Antioch's Master of Arts in Clinical Psychology Program is designed for a diverse student body including, working adults. Classes are offered in three-hour blocks in the daytime and evenings. Additionally, some classes are offered online and weekends, permitting students who follow the required course of full time study to complete their degree after 24 months. Some flexible options are available including half time study.

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 or a Licensed Professional Counselor license. A licensed Marriage and Family Therapist in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A Licensed Professional Counselor focuses on counseling for purposes of improving mental health, and does not include the assessment or treatment of couples or families unless the counselor has completed all of the additional training which is provided in the Program's dual track for MFT and LPCC.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence 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 working with diverse populations in a range of settings including; mental health, non-profit, school, medical, and private practice. 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, makes use of experiential teaching methods and a "hands on" approaches to learning which are integrated with direct practice learning of psychotherapeutic skills in community based clinical traineeships .

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for 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. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills. 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.

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
- Professional Writing



Program Degree Requirements

The Master's Degree in Clinical Psychology is a 90 quarter unit degree that meets California licensing requirements for Marriage and Family Therapists. A separate 90 unit track meets requirements for Licensed Professional Counselors. 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 ninety units and eight full-time quarters, or sixteen half-time quarters, or the equivalent. Some of the coursework requirements are satisfied through weekend courses or may be completed online. A full-time quarter consists of 9-13 units. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentrations in Latino Mental Health (90 units) or, with a Concentration in Healthy Aging (95 units). The Program also offers a track for students interested in meeting qualifications for LPCC (Licensed Professional Clinical Counselor) licensure (90 units) or a Dual Track for MFT/LPCC (99 units). All of the Concentrations and Track options in the Program may be completed within eight full time quarters.

Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See [Admissions and Registration](#) policies for further detail).

Students are able to transfer up to 9 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 5 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 completed within a 90 unit degree. Degree requirements for all students include 225 hours of face to face hours of clinical training experience. Students enrolled in the Healthy Aging Concentration must complete 75 clinical training hours in face to face contact and/or client advocacy with older adults and their families. Students enrolled in the Latino Mental Health Concentration must complete 75 clinical training hours in face to face contact and/or client advocacy with Latino or Hispanic clients.

Students awarded the degree in Clinical Psychology from Antioch University will have met the California BBS curriculum and training requirements leading up to licensure.

Master of Arts in Clinical Psychology Required Curriculum

PSC 501A	Theories of Psychotherapy in Context (3 units)
PSC 503A	Research Methods (3 units)
PSC 504A	Lifespan Human Development (3 units)
PSC 504G	Lifespan Human Development: The Older Adult (1.5 units)
PSC 505A	Multicultural Awareness: Self, Culture and Context (3 units)
PSC 505	Clinical Skills in the Multicultural Context (3 units)
PSC 506A	Psychopathology (3 units)
PSC 507A	Theories of Family Systems(3 units)
PSC 507	Clinical Skills with Families and Couples (3 units)
PSC 507H	Advanced Family Therapy: Special Populations (2 units)
PSC 507I	Advanced Family Therapy: Evidence Based Practice (2 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 522	Group Theories (1.5 units)
PSC 524	Contemporary Theories of Psychotherapy (2 units)
PSC 530	Psychotherapy with Children and Adolescents (3 units)
PSC 531A	Intimate Relationships (3 units)
PSC 532	Trauma Counseling (3 units)
PSC 532A	Crisis, Disaster and Emergency Response (1.5 units)

PSC 537B	Human Sexuality and Counseling (3 units)
PSC 538D	Professional Orientation (1 unit)
PSC 538B	Professional Ethics and the Law (3 units)
PSC 545A	Substance Related Disorders & Other Addictive Behaviors (3 units)
PSC 546	Psychopharmacology for Therapists (3 units)
PSC 550B	Domestic Violence: Spousal, Elder and Child Abuse (3 units)
PSC 551	Community Mental Health (3 units)
PSC 555A	Dual Diagnosis: Substance Related & Co-occurring Disorders (1.5 units)
PSC 563	Loss and Bereavement (2 units)
PSC 650B	Practicum I: Clinical Evaluation and Crisis Intervention (3 units)
PSC 650C	Practicum II: Diagnosis and Treatment Planning (3 units)
PSC 650D	Practicum III: Clinical Interventions (3 units)
PSC 650E	Practicum IV: Integrating Clinical Skills (3 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, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone 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 and Hispanic consumers. Students in this program are required to be proficient in Spanish and English. The courses required as part of that curriculum include:

PSC 511	Latino Mental Health (3 units)
PSC 512A	Clinical Skills I: The Psychotherapeutic Relationship in the Latino Context (3 units)
PSC 515	Clinical Skills with Latino Couples & Families (3 units)

PSC 516 Process of Bilingual Group Therapy
(3 units)

PSC 517 Clinical Skills II: The Psychotherapy Process with Latino Clients
(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:

PSC555B	Substance Related and Co-Occurring Disorders in the Older Adult (2 units)
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)
PSC650F	Practicum I: Clinical Evaluation and Crisis Intervention with Older Adults (3 units)
PSC 650G	Practicum II: Diagnosis and Treatment Planning with Older Adults and Their Families (3 units)
PSC650H	Practicum III: Clinical Interventions with Older Adults and Their Families (3 units)
PSC650I	Practicum IV: Integrating Clinical Skills with Older Adults and Their Families (3 units)

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 120 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 Professional Orientation class and have completed all of their required courses offered in the first three quarters of the Program.

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 Program provides coursework for students interested in a course of study for meeting requirements towards LPCC or dual licensure (MFT and LPCC). The LPCC license is relatively new in California and students interested in this license should seek updated detailed information on the BBS website (http://www.bbs.ca.gov/lpcc_program).

The Traineeship Application Process and Documentation

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 (Traineeship enrollment). 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. 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 by contacting the Director of Clinical Training.

Registering for Clinical Traineeship

Students are automatically registered for traineeship in their fifth 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 Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face-to-face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latino Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latino or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

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.

PSC503 Evaluation Outcome 1.5 units

This course provides an overview of the purposes and uses of outcome-based evaluation approaches and methods in mental health, social service and other non-profit settings where psychological and career services are provided. In this course students will gain an understanding of recent developments in measurement and evaluation, examine the role of evaluation in developing programs and services, learn about approaches to outcome-based evaluation and gain skill in identifying appropriate data collection and analysis methods for research, needs assessment and program evaluation.

PSC 503A Research Methods 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 Theories of Family Systems 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 Individual and couple within the family and other related systems

**PSC507H Advanced Family Therapy:
Special Populations
2 units**

This course is designed to teach students in-depth skills in working with specific populations. Students will learn about characteristic psychological and social issues associated with specific client populations and/or disorders and the most promising mental health treatments related to those populations.

**PSC507I Advanced Family Therapy:
Evidence-based Practice
2 units**

This course is designed to teach students in-depth skills of an evidence based treatment approach. Through a focused study of an evidence based therapy students learn to use the theory to conceptualize a case, plan treatment, and apply the associated techniques.

**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.

**PSC508A Career Assessment
1.5 units**

This course will provide an introduction to a range of tools for career assessment including computer and web based assessment. Students will learn to conduct career/lifestyle interviews and integrate them with theoretical models for enabling clients to clarify goals and preferences for career exploration and planning.

**PSC 511 Latino Mental Health
3 units**

The course focuses on the understanding of the mental health and psychosocial development of adults, families and children within the Latino 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 512A Clinical Skills I:
The Psychotherapeutic Relationship 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.

**PSC 517 Clinical Skills II:
The Psychotherapeutic Process with Latino
Clients
3 units**

This course focuses on developing fluency and clinical competency in psychotherapy with the Latino client. Skills are developed for differentiating between content and process and for working with client affect, resistance and defense, transference and counter transference as these processes relate to the Spanish speaking client.

**PSC 515 Clinical Skills w/ Latino Families and
Couples
3 units**

This experiential course focuses on the applications of systems theories to Latino families and couples. Students will learn assessment and intervention techniques with attention to the systemic context of the client.

**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 instructor facilitated classroom group process with the opportunity 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 Psychotherapeutic 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 522 Group Theories
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.

PSC524 Contemporary Theories of Psychotherapy
2 units

This course expands upon the material in PSC501A by reviewing contemporary theories and practices that have shown to be effective. The underlying theoretical framework, key theoretical concepts and techniques, and the applications of the approach are emphasized.

PSC525 Career Theories and Practice in the System
4.5 units

This course will provide both the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for clients both individually and in groups. The course will address career/lifestyle development of diverse populations. Students will learn to assess and attend to the unique career development needs of individuals within particular socio-economic and cultural groups in context from a systemic perspective. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take appropriate actions in their career/life development.

PSC525A Career Theories and Practice
3 units

This course will provide both the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for clients both individually and in groups. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take appropriate actions in their career/life development.

PSC 525B Career in the System
1.5 units

This course will focus on the career/lifestyle development of diverse populations. Students will learn to assess and attend to the unique career development needs of individuals within particular

socio-economic and cultural groups in context from a systemic perspective.

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.

PSC532 Trauma Counseling
3 units

This course examines the cognitive, behavioral and neurological effects associated with traumatic situations and experiences. Assessment strategies and intervention principles for individuals with trauma related psychological disorders are addressed.

PSC532A Crisis, Disaster and Emergency Response
1.5 units

This course examines the role of the mental health professional in natural disasters and community emergencies. Emphasis is on application multidisciplinary responses ranging from short-term crisis intervention to long-term approaches designed to prevent the development of trauma and other psychological disorders.

PSC 537B Human Sexuality and Counseling
3 units

In this course students examine biological, psychological, psychosocial, and cultural aspects of sexuality in order to gain an appreciation for the diversity of human sexual response. The course also covers psychosexual disorders and their treatment. Students will have the opportunity to explore their values regarding sexual behavior as it relates to their work as therapists

PSC 538 Professional Orientation
1 unit

In this course students are oriented towards beginning practice in their traineeships as licensed professionals and developing professional persona. 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 current statutes, regulations and ethical standards governing the practice of marriage and family therapy and licensed professional counselors in California. Students will become familiar with the therapeutic, clinical, and practical considerations involved in the professions' legal and ethical practices and 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 and professional practice.

PSC 545A Substance Related Disorders & Other Addictive Behaviors
3 units

This course addresses the major substance related disorders and other addictive processes. It includes a comparative study of different diagnostic, therapeutic, and theoretical approaches to the treatment of these disorders. Additional Topics include a classification of the major substances of abuse and other objects of addiction; the impact on families; the impact on society; cultural sensitivity when 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

PSC547 Brain and Behavior
1.5 units

This course provides students with a foundational understanding of conscious thought and awareness and human behavior. Students will learn to recognize and describe major concepts and terminology in the field of behavioral neuroscience and the interface with psychopharmacological medications and evaluations related to psychological practice.

PSC 550B Domestic Violence: Spousal, Elder and Child Abuse
3 units

This course will provide students with foundational learning in clinical skills and ethical competence in domestic violence inclusive of spousal, elder and child abuse. Students will learn to recognize and assess spousal, elder, and child abuse, to recognize risk factors and family dynamics, intervene from a variety of approaches and understand the psychological and traumatic consequences of abuse. Students will also gain knowledge in professional responsibility regarding mandated reporting laws and utilization of community resources for intervention and prevention.

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 555A Dual Diagnosis: Substance Related & Co-occurring Disorders
1.5 units

This course examines the evaluation and treatment of individuals with co-occurring mental illnesses and substance related disorders. Topics include diagnosing common co-occurring disorders, risk factors for development, and the interrelationship of these disorders. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT), and other specific approaches targeted to this population such as Dialectical Behavioral Therapy. Referral resources for these disorders will also be identified and investigated.

PSC 555B Substance Related and Co-Occurring Disorders in the Older Adult
2 units

This course examines the evaluation and treatment of older adults with co-occurring mental illnesses and substance related disorders. Topics include diagnosing common co-occurring disorders in older adults and the interrelationship of these disorders as well as risk factors such as medication abuse. Students will learn about evidence-based Integrated Dual Disorder Treatment (IDDT) as Dialectical Behavioral Therapy, and other commonly appearing co-occurring disorders in this population. Referral resources specific to older adults and their families for these disorders will also be identified.

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 that contribute towards positive adjustment and healthy aging. Students will examine later life transitions in work, social roles and health as well as how aging processes vary by gender, race, ethnicity and other variables.

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

Drawing from clinical approaches used with the general population, this course teaches skills specific to working with older adults and their families. Intervention with a unique lens to the aging population will include topics of loss including; roles, financial resources, support networks, partners, friends, cognition, health, overall sense of well-being. Challenges and corresponding interventions which relate to the "whole person" including; mind, body and spirit, physical changes, interpersonal relationships and sexuality will be addressed. The course examines the impact on the family system including; care giving, and transition to alternative living arrangements. Clinical approaches presented will incorporate a response to the marginalization of older adults, supporting resilience and the positive reframing of the experience for aging populations and their families.

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 650B Practicum I - Clinical Evaluation and Crisis Interventions

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

3 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

3 units

This practicum class draws from evidence based practices with a focus on individual and family interventions, from a systemic perspective. Social, community, family and cultural variables and resources are considered 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, write case conceptualization reports, document short and long term plans and terminate treatment effectively.

Healthy Aging Practicum Courses

PSC650F Practicum I: Clinical Evaluation and Crisis Intervention with Older Adults

3 units

This practicum course is focused on the skills needed in the early stage of treatment including establishment of a professional relationship and identification of critical issues and factors related to functioning in the elderly. Students learn to conduct a comprehensive interview of the individual's family, social, economic, and medical context, and how to document the

evaluation. The course also addresses the identification of stressors, emergent issues, and crisis situations in order to target them for immediate intervention.

PSC650G Practicum II Diagnosis and Treatment Planning with Older Adults and Their Families

3 units

In this practicum course students will focus on the diagnosis of psychological disorders in older adults and the associated issues including differentiating developmental factors from psychopathology. Students will learn to develop a basic treatment plan that addresses short-term goals for psychotherapy and to make community referrals to the range of community based services that maintain the health and productivity of the older adult. A continuum of care is addressed from programs that assist older adults to remain in their communities to those required for long term care. Students working in a training site will present cases for class discussion with a focus on evaluation and treatment planning.

**PSC650H Practicum III:
Clinical Interventions with Older Adults and Their Families**

3 units

This practicum class draws from evidence based practices with a focus on interventions with older adults and their families, from a systemic perspective. Social, community, family and cultural variables and resources are considered as they interface with psychological health, resiliency, and wellness.

**PSC650I Practicum IV:
Integrating Clinical Skills with Older Adults and Their Families**

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 case conceptualization related to working with older adults and their families. 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 Credential and Master's Programs in Education continue the tradition of social justice and equity in education.

Programs of Study

- Multiple Subject with Masters in Education (MEDTC)
- Multiple Subject with Masters of Arts in Education (MAETC)
- Education Specialist for Mild Moderate Disabilities Program
- Clear Credential Certificate Program
- Education Specialist Credential Programs with Masters of Arts in Education
- Masters of Arts in Education and Clear Credential Program
- Masters of Arts in Education with concentration in Educational Leadership and Social Justice (

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). Candidates can earn a Preliminary Multiple Subject credential, a Multiple Subject with a Preliminary

Education Specialist Credential for Mild/Moderate Disabilities or, under certain conditions, Clear their preliminary multiple subject or secondary credentials in our Clear Credential Certificate Program. Teachers holding a CA Multiple Subject or Secondary credential can add the Education Specialist for Mild Moderate Disabilities as an additional authorization.

Master of Education/ Teacher Credential Program (MED/TC)

Antioch University recognizes that good teaching requires a complex set of knowledge and skills that take commitment and time to develop. In order to develop this competence, Antioch offers its Master of Education degree in combination with credential preparation in a new five quarter program. The program provides the knowledge and pedagogical skills in a coherent approach to theory and practice. The master's ethnographic research approach, woven throughout the first four quarters, 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 MED/TC Program prepares 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 MED/TC Program provides constructivist theories, progressive teaching methods and experience appropriate for effective work in low-performing schools where inequities and environmental problems are most prominent.

Antioch's MED/TC Program provides an exciting

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.

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 has an immeasurable purpose: To inspire young people 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.

Education Specialist Mild/Moderate Credential

Teachers holding either a Secondary Subject Matter or Multiple Subject Credential may apply for enrollment in the Education Specialist for Mild/Moderate Disabilities Credential as a stand-alone, part time program for a 10 month, three quarter program. This credential can be combined with the Master of Arts in Education degree with the addition of a fourth quarter.

Beginning teacher candidates who wish to add the Education 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.

Candidates who are interested in a dual credential pathway will enroll in the MAE/TC eight quarter program. The first four full time quarters are designed for candidates to earn both Multiple Subject and Education Specialist Credentials. The last four half time quarters guide the candidates through a sequence of research classes, leading to the accomplishment of the Master of Arts in Education. This degree option is also for those Multiple Subject candidates who want to use alternative research methods to ethnography for a Master of Arts degree.

A candidate can enroll in a program according to their

projected career goals.

The Master of Education and Teacher Credentialing Program (MED/TC) and the Master of Arts in Education with dual credentials (MAE/TC) prepare 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.

The Master of Arts degree in Education is available for teachers returning to complete their Masters level degree, educators in Higher Learning settings, and leaders and educators in community and non-profit organizations.

Program Objectives

- Provide a program that encourages the development of candidates' professional identities as educators. Through the study of philosophy, ethnography, learning theory, 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, mediation methods and Resilience Education 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 Education & Teacher Credentialing Program (MED/TC) is primarily a five quarter cohort model. It begins in summer of the first year and ends in the summer at the beginning of the following year, with four full time quarters, summer through spring, followed by a half time low residency quarter. The low residency fifth quarter will support Candidates searching for work outside of the local area. The first four quarters of study include 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, dual credential candidates continue their study as part time students to earn their Master of Arts degree.

The Master of Arts & Teacher Credentialing Program (MAE/TC) is primarily a two year cohort model with multiple program options. It begins in summer of the

first year and ends in the summer at the beginning of the following 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 Master of Arts 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 (MAE), beginning in summer and ending the following fall. Experienced educators and other organizational leaders who are interested in the stand alone MA degree in Education may earn the degree in five quarters as described in the section for the MAE 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 on completion of the course of study

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 teacher holding the multiple or single subject credential)

- Preliminary Credential
- Successful completion of AUSB's Approved Induction Program

Requirements for the MA Degree

- Completion of residency requirement or equivalent
- 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 to 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 or MED/TC Programs, the professional development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances 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)

Core courses:

TEP 601B Teaching & Accommodating Students with Disabilities (1 unit)

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

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)

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

Total 22 units

Total 16 units *(for students with a basic teaching
credential)*

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 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) <i>(for candidates earning the Ed Specialist only)</i>
TESE 541	Introduction to Autism Spectrum Disorder (1 unit)
TEP 602A	Advocacy and Activity for Healthy Children (3 units)

--Preliminary Credential Completed--

Quarter 5: Summer

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: Fall

Total 7 Units

TEP 616 Critical Evaluation of Educational Research (3 units)

TEP 618 Leadership in Education Reform (4 units)

Quarter 7: Winter

Total 7 units

TEP 619 Producing and Disseminating Educational Research (3 units)

TEP 631 Resilience and the School Community (3 units)

Quarter 8: Spring

Quarter

Total 6 Units

*Master of Arts in Education Degree Completed

TEP 621A 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)

OR

TEP 631 (3 units)

TEP 531 Enhancing English Language Development with Literature (2 units)

Master of Education with Teaching Credential

Quarter 1

Total 15 MA units

Prerequisites to the program:

HDV 455 Child Development and Learning (3 units)

HDV 458A Language Development and Acquisition (3 units)

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 635 Research Ethics (1 unit)

TEP 601A Social & Legal Dimensions of Special Education (2 units)

TEP 601B Teaching & Accommodating Students with Disabilities (1 unit)

TEP 505 Reading Instruction in Elementary School Classrooms (3 units)

Quarter 2

Total 22 units

TEP 507 Real World Mathematics (3 units)

TEP 519A Educational Technology (3 units)

TEP 533 Field Practicum (10 units)

TEP 614A Inquiry Project Planning (3 units)

TEP 538 Classroom Organization: Theory and Practice (3 units)

Quarter 3

Total 23 units

TEP 511	Language Arts Curricula: Theory & Methods (3 units)
TEP 504	Social Science & Children's Experience (3 units)
TEP 513	The Arts in Culture & Learning (3 units)
TEP 616A	Inquiry Project Data Collection & Beginning Analysis (2 units)
TEP 512A	Student Teaching with Professional Seminar I (12 units)

Quarter 4

Total 21 units

TEP 510	Science: Discovery Teaching, Action Learning (3 units)
TEP 602A	Advocacy & Activity for Healthy Children (3 units)
TEP 619A	Inquiry Project Data Collection & Analysis (3 units)
TEP 515A	Student Teaching with Professional Seminar II (12 units)

Quarter 5

Total 9 units

TEP 631B	Resilience Education (3 units)
TEP 621B	Portfolio Development (6 units)

Master of Arts in Education Social Justice & Educational Leadership Emphasis (MAE)

Students in the MAE in Social Justice and Educational Leadership (MAE) 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 31 units. The remaining 14 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 14 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

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

Total 7-9 units

- | | |
|--------|---|
| TEP616 | Critical Evaluation of Educational Research (3 units) |
| TEP618 | Leadership in Educational Reform (4 units) |

Electives (0-2)

Quarter 3

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

Total 6-12 units

- | | |
|--------|--|
| TEP632 | Practicum in Educational Inquiry (3 units) |
|--------|--|

Electives (3-9 units)

Quarter 5

Total 6-12 units

- | | |
|---------|------------------------|
| TEP621A | Thesis Study (6 units) |
|---------|------------------------|

Electives (0-6 units)

Total units: 45

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 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 and begin MEd study using ethnography.

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.

TEP 614A Inquiry Project Planning
3 units

This course is designed to engage students with the issues central to reflective practice and action research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course emphasizes action research and ethnography as methods in classroom-based research. Students continue to examine their role in a community of reflective practitioners as well as their role as participant in action research. In addition, students learn how to use action research in support of state adopted K-12 education. Students will explore different forms of school-based action research. The objectives in this course focus on the knowledge base, the techniques, and applications of action research that can be applied to improve one’s own practice as an educator. Additionally, students will develop the research topic that will become the action plan for their Passion Week research in TEP 616A.

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 616A Inquiry Project Data Collection and Analysis
2 units

In this course, students begin by engaging in “Passion Week” where they apply course content from TEP 614A to an area of professional interest. The first week of the quarter is designated as “Passion Week” where students explore their chosen area of inquiry. Following this exercise, students complete the “Learning Analysis” which is a thorough review of the Passion Week experience. This assignment lays the groundwork for the inquiry that will constitute each student’s Master project. The remainder of the quarter is used to build the action research project that extends the Passion Week inquiry. By the end of the quarter, each student will be prepared to continue to collect and reflect on their professional inquiry in TEP 619A.

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 617AA Access & Equity for Special Populations
1 unit

This course builds upon the knowledge gained by candidates in their preliminary credential program (at Antioch - TEP 601A and B). Candidates will learn new skills necessary to provide equitable experiences and accommodations for the special education student within an inclusive environment. Candidates use informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, 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. They will use their knowledge of 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, culture and language.

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 619A Inquiry Project Data Collection and Analysis
3 units

In this course, students continue to carry out the research plan developed and refined during TEP 614A and TEP 616A. Students use artifacts, journals and relevant data collected during their placement to develop their theory of practice. Collection of artifacts and reflective analysis occur on an ongoing basis during fieldwork experiences. By the end of this quarter, students will have assembled a collection of field-based artifacts that support their reflection on practice related to their focus questions. Students use electronic communication to read and critique each other's work.

TEP 621A Thesis Study
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 621B Action Research Portfolio Development
6 units

Students continue to select artifacts related to their action research questions, complete their analysis of selected artifacts, develop their theory of practice in relation to educational literature and publish their on line portfolio. Students work with collegial groups formed in TEP 614A through online communication with their peers and advisor. In the second weekend residency students present their project portfolio in public conversations.

Prerequisite(s): TEP 616A 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.

TEP 635 Research Ethics for Human Subjects
3 units

TEP 635, which is completed online, provides students with the ethical and legal information they need in order to conduct research with human subjects and vulnerable populations.

All students conducting research involving human participants must complete the ethics modules through the Collaborative Institutional Training Initiative (CITI) Program and have a current research ethics certificate on file. These modules address the ethical considerations pertinent to research with human subjects in the behavioral and social sciences. These include Research With Protected Populations, Ethical Principles, Belmont Report, History and Ethical Principles, Avoiding Group Harm, Defining Research with Human Subjects, Assessing Risk, Informed Consent, Privacy and Confidentiality and Conflicts of Interest.

Each student establishes contact with the CITI Program and completes the ethics modules before any data collection is undertaken. Instructions for accessing CITI modules and for overview of the Institutional Review Board (IRB) process are provided during the first and second sessions of TEP 614 or 614A.

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 601C Individualized Education Design and Policy Implementation**2 units**

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/academic-programs/psyd-in-clinical-psychology-2/student-admissions-outcomes-other-data/>

Full time student tuition is \$22,575 per year Tuition per credit hour is \$754 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 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 (CEMRRAT) 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.

Doctoral Program in Clinical Psychology 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 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 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.

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 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.

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 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 702 Academic Writing in Psychology **0 units**

The purpose of this workshop is to review and strengthen skills in critical analysis and academic writing in psychology. Principles of APA style, scholarly research and writing, and academic integrity are emphasized.

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.

Dissertations

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.

Dissertation Continuation **0 units**

Only students who have not completed the Clinical Dissertation prior to the internship should enroll in this status. 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 status 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, LCSW, 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.

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Steve Kadin, PhD

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Academic Calendar

2012 - 2013

	SUMMER Jul-Sep	FALL Oct-Dec	WINTER Jan-Mar	SPRING Apr-Jun
First day of the quarter	Jul 2	Oct 1	Jan 7	Apr 8
Holidays	Jul 4 Sept 3	Nov 22-24	Jan 21 Feb 18	May 27
Graduation application due for current quarter	Jul 20	Oct 19	Jan 25	Apr 26
Academic drop/add deadline Online registration closes for current quarter	Jul 16	Oct 15	Jan 21	Apr 22
Schedule of Classes available for subsequent quarter	Aug 8	Nov 7	Feb 13	May 15
Advising period for registration for subsequent quarter	Aug 9-22	Nov 8-21	Feb 14-27	May 16-29
Online registration opens for subsequent quarter	Aug 28	Nov 27	Mar 5	Jun 4
Pay/sign for tuition & fees in Fiscal Office for subsequent quarter	Sep 4-6	Dec 3-6	Mar 11-14	Jun 10-13
End of instructional period (<i>Normally classes end in week 10; however, due to holidays and makeups, some may end in week 11 or 12.</i>) Date on diploma for grads	Sep 15	Dec 15	Mar 23	June 22
Commencement				June 21

Index

A

Academic Calendar, 135
Academic Dishonesty, 39
Academic Probation, 29, 32
Academic Progress, 29
Accreditation, 2
 PsyD, 118
Administration & Staff, 132
Admission, 12
 Decisions, 14
 Full Acceptance, 14
 Provisional Acceptance, 14
 Requirements, 13
Advising, 34
Antioch University Board of Governors, 133
Antioch University Campuses, 134
Antioch University Central Administration, 134
Antioch University Policies, Regulations & Procedures, 42
Appeal Process, 31, 40
Application Fee, 12, 18, 19
Application Process, 12–13
Auditors, 23–24
 Audit Fee, 19
AUSB Alumni Association, 37

B

Bachelor of Arts in Liberal Studies, 49
Board of Behavioral Sciences (BBS), 88
Board of Trustees, 133
Bookstore, 34

C

Campuses, 134
Campus Presidents, 134
Capstone, 71
CBEST, 13
Clinical Traineeship, 91–92
 Application Process, 91
 Handbook, 38
 Requirements, 92
Commencement Ceremony Participation, 24
Computing Skills, 26
Confidentiality of Student Information, 41
Core Faculty, 132
Course Completion, 25
Course Descriptions
 Bachelor of Arts (BA), 73
 Doctoral Program in Clinical Psychology (PsyD), 125
 Master of Arts in Clinical Psychology (MACP), 93
CSET, 13

D

Deferring Admission, 15
Degree Requirements
 BA, 55

MACP, 88
MAE, 101
PsyD, 122
Degrees Offered, 11
Diplomas, 24
Disabilities, 47, 115, 116. *See also* Services for Students with Disabilities
Discrimination Policy, 42
Dismissal, 38, 40
Doctoral Program in Clinical Psychology (PsyD), 118

E

Early Deciders, 67
Educational Community, 10
Educational Foundations Class, 60
Education Specialist Mild/Moderate Credential, 100
Enrollment Maintenance, 19, 22, 24
Evaluation. *See* Narrative Assessments/Evaluations
Exceptions to Policies & Procedures, 28
Experiential Learning, 59

F

F-1 visa, 13, 35
Faculty. *See* Core Faculty
Federal Reporting Requirement, 99
Fees, 18
FERPA, 41
Field Experience, 102
 Clinical, 122
Financial Aid, 16
 Applying, 17
Forms, 36

G

Governance, 11
GPA Equivalent, 27
Grade Equivalency, 28
Graduate Programs, 13
Graduation. *See* Diplomas; *See* Commencement Ceremony Participation
Grievance Procedures, 43

H

Health Insurance. *See* Student
Human Subjects Review Policy, 47
Hybrid, 54

I

I-20, 35
Identification Cards. *See* Student
Incomplete Work, 28
Independent Study, 22, 54, 90–91
Intellectual Integrity, 39
International Students, 13
Internships, 62–63

L

Learning Options, 54

Leave of Absence, 19
Liberal Studies, 49
Library Resources, 35

M

Major Areas of Concentration, 60
Master of Arts in Clinical Psychology Program, 87
 Curriculum, 89
Master of Arts in Education Program, 99
 Social Justice & Educational Leadership Emphasis, 106
Master of Education/ Teacher Credential Program (MED/TC),
 99
Multiple Subject Credential, 100

N

Narrative Assessments/Evaluations, 24, 25
Non-Matriculated, 23

O

Odyssey, 36
Online, 54
Our Goals, 9
Our History, 9
Our Mission, 9
Our Purpose, 9
Our Values, 9
Outside Learning Activities, 54

P

Parking, 36
Permanent Files, 25
Personal Psychotherapy Requirement, 89
Physical Education, 69
Plagiarism, 39
Policies, 38
Praxis for Social Justice, 50
Prior Experiential Learning, 54
Probation, 29, 31, 32, 38
 Academic, 121
 Clinical Training, 92

R

Readmitted Students, 14
Refund Schedule, 20
Registration, 21
 Adding and Dropping, 21
 Registration Packet, 21
Remedial Courses, 69
Residency, 55, 70, 107
Rights and Responsibilities, 38

S

Satisfactory Academic Progress (SAP), 17, 29
 Doctoral Students, 29
 Failure to maintain, 17, 30
 Master's-Level Students, 29
 Undergraduate Students, 30
Schedule of Classes, 21

Security, 45
Service-Learning, 59
Services for Students with Disabilities, 34
Sexual Harrassment, 42
Sexual Offense, 42
Student
 Conduct, 38
 Health Insurance, 36
 Identification Cards, 36
 Organizations, 36
 Services, 34
 Status, 22
 Veteran, 34
Suspension, 40

T

Teacher Credential Program, 67, 99
Technical Courses, 69
Technology, 34
Thesis Requirement, 107
The Tripartite Model, 54
Traineeship. *See* Clinical Traineeship
Transcripts, 24
Transfer Credits, 26
Transfer of Course Credit, 25
Transportation, 36
Tuition, 18–20
 Payment Plan, 19
 Refund Policy, 19

U

Undergraduate Program, 12, 49–87

V

Verification of Enrollment, 25
Verification of Enrollment or Course Completion, 25
Vocational Courses, 69

W

Withdrawal, 17
Writing Center, 34

Notes

