

# AUSB Catalog 2014-2015

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## **Antioch University Santa Barbara**

### **General Catalog 2014 - 2015**

#### ***Disclaimer:***

The university reserves the right, in its sole discretion, to amend or remove current policies or to adopt new policies as it deems necessary or appropriate from time to time. Therefore, it is the student's responsibility to visit the policy section of the Portal frequently to be kept informed of all current policies and their effective dates. The University also reserves the right to change tuition, fees, curricula and course offerings and other matters contained in this Catalog at any time, without notice.

#### **Requests for further information should be addressed to:**

Office of the Registrar  
Antioch University Santa Barbara  
602 Anacapa Street  
Santa Barbara, CA 93101  
Telephone: (805) 962-8179 ext. 5302  
Facsimile: (805) 962-4786  
**[registrar.ausb@antioch.edu](mailto:registrar.ausb@antioch.edu)**



# General Information

[Accreditation](#)

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## Accreditation

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](http://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](http://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  
1900 Capitol Avenue  
Sacramento, CA 95811-4213  
(916) 322-4974  
[www.ctc.ca.gov](http://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.

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## 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 with the guidance of our caring faculty who will assist you in reaching your highest goals.

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

Our goal is to provide you with a high quality and unique experiential educational model that integrates theory and practice with a talented faculty of highly experienced practitioners who bring real-life knowledge into the classroom. At AUSB you will find a supportive learning environment that encourages collaboration and the development of skills that will assist you in thinking critically about complex problems and will ensure preparation for your future and career.

AUSB's faculty encourage an interactive learning environment. You will do more than sit in a classroom and listen to lectures. Instead your learning experience will include engaging dialogue with faculty and classmates. You will be challenged and those challenges will help you to think about new ideas and possibilities.

I look forward to seeing you and my door is always open to assist you.

Warm Regards,

A handwritten signature in black ink that reads "Nancy Leffert". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Nancy Leffert, PhD  
President  
Antioch University, Santa Barbara



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## **The Antioch Story**

### **Welcome to Antioch Santa Barbara!**

#### **Our Mission**

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

#### **Our Goals**

Antioch University Santa Barbara is one of five campuses within the national system of Antioch University. Our goal is to provide an excellent, innovative graduate and undergraduate education and to prepare our students for professional success and service to their communities. 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;
- the enhancement of 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 worldview as the foundation for teaching and learning in all disciplinary fields of study. Our faculty, administrators and staff strive to model and nurture academic excellence and personal integrity based upon the basic values of ethical behavior, intellectual honesty and tolerance for the beliefs, ideas and cultural experiences 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 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, social responsibility, and an appreciation of (or commitment to) 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 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 (innovators), 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 has now become an accepted practice in mainstream higher education. Morgan also initiated the practice of student involvement in the governance of the institution, among the 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 transform 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 as the place where most student interaction occurs. Antioch is committed to ensuring a safe and supportive environment for the learning process. The Antioch legacy that continues today 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 unique 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 personal learning and growth while also 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 uses 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 critical 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 Business Administration
- 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. The principal responsibility for the Santa Barbara campus rests with its President, who provides leadership to the campus and is responsible to the Antioch University Chancellor and to 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 academic affairs, and the faculty as a whole is responsible for curricular development, 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.



# Admissions

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

Criteria for acceptance to Antioch University Santa Barbara (AUSB) varies by academic program. Applicants can review the admission criteria for their specific program of interest and complete the application form online at the Antioch University Santa Barbara website – [www.antiochsb.edu/apply](http://www.antiochsb.edu/apply). Individuals who seek more information about Antioch University Santa Barbara should contact the Office of Admissions to make an appointment to meet with an Admission Advisor who can answer questions pertaining to the programs offered, admission application procedures, and basic financial aid information.

In order to apply, be accepted, and enroll for a particular term, the application process should begin prior to the early action deadline, no later than the final application deadline. 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. For all graduate and BA-to-Graduate Pathway programs, the applicant is required to participate in a group or individual interview with the graduate academic program. Undergraduate applicants may be called for interviews as needed, once his/her file has gone through an initial review. The admissions decision is communicated through electronic mail or in a letter mailed from the Office of Admissions.

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## Undergraduate Program

- Bachelor of Arts in Liberal Studies
- BA-to-Graduate Program Pathways

Applications are accepted throughout the year for all four academic quarters. Applicants are encouraged to meet with an Admission Advisor 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.

Criteria for acceptance to the BA program include: adherence to admission deadlines, strength of previous college work, writing skills, and interpersonal and intrapersonal skills. The required essay(s) are used to assess writing skills and other qualities such as self-understanding. While grade point averages and the quality and content of previous academic work are evaluated for admission, the program also considers life experience and interpersonal qualities that support successful participation in a small, discussion-oriented learning environment.

The BA-to-Graduate Program Pathways allow applicants to simultaneously apply for admission into the undergraduate program and provisional admission into one of three graduate programs offered at the Santa Barbara campus: Master of Business Administration (MBA), Master of Arts in Clinical Psychology (MACP), and Doctorate in Clinical Psychology (PsyD), pending successful completion of the undergraduate program with final recommendation from the BA Academic Advisor and BA Program Chair. In addition to the standard undergraduate application documents, the Pathway programs also require additional documents and a mandatory interview with the graduate program faculty.

### Admission Requirements for the BA & BA-to-Graduate Pathway Programs

	BA	BA-to-MBA	BA-to-MACP	BA-to-PsyD
Entrance Terms	All four quarters: Summer (July), Fall (October), Winter (January), Spring (April)			
Online Application	X	X	X	X
Non-refundable \$60 Application Fee or Fee Waiver	X	X	X	X
Admission essay(s)	X	X	X	X
Official, sealed transcripts or eTranscripts	X	X	X	X
? 36 quarter (24 semester) of transferable credit	X	X	X	X
Desired minimum undergraduate GPA	2.5	3.0	2.8	3.2
Resume		X		
Two letters of recommendation		X	X	X
Interview with the Academic Program	As needed	X	X	X

It is required that applicants complete a minimum of 36 quarter (24 semester) units of transferable credit prior to applying. Students may transfer with as many as 80 semester (120 quarter units) of lower-division work. The following credits may be used to meet the undergraduate program minimum transferable unit admission requirement, and can be applied as transfer credit toward the degree program:

- Credits from institutions accredited by one of the six regional accrediting agencies recognized by the U.S. Department of Education (Grade of 'C' or better, Pass, or Credit)
- Credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) (Grade of 'C' or better, Pass, or Credit)
- Learning demonstrated through equivalency exams (CLEP, DANTES, ACT, PEP) which have been evaluated by the American Council on Education (ACE)
- Learning demonstrated through portfolios which have been evaluated by Council on Adult and Experiential Learning (CAEL) and are listed on an ACENET transcript
- College Board Advanced Placement (AP): Antioch will award credit for one standard course unit (or 3 semester hours if there is no standard course unit as a reference) for an AP score of 3 or more
- U.S. Military experience, listed as recommended for credit at the lower-division or upper-division level on a Joint Services Transcript
- International coursework determined to be the equivalent to a U.S. accredited undergraduate education
- Successful completion of Upper-Secondary Education (Gymnasium/Abitur) from the following countries: Norway, Sweden, Denmark, Netherlands, and Germany. Official transcript in English required.

To learn more about the acceptable sources of transfer credit, or for assistance in determining whether or not you meet admission requirements, please contact the Office of Admissions at [admissions.ausb@antioch.edu](mailto:admissions.ausb@antioch.edu) or 805.962.8719 ext. 5301.

Once admitted, students are required to attend a pre-registration appointment with their Academic Advisor. 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 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 Business Administration (MBA)
- Master of Arts in Education with concentration in Social Justice & Educational Leadership (MAE)
- Master of Education with Preliminary Multiple Subject Credential (MEd/TC)
- Master of Arts in Education with Dual Credentials – Preliminary Multiple Subject & Preliminary M/M Education Specialist (MAE/BC)
- Master of Arts in Education with Preliminary M/M Education Specialist Credential (MAE/ES)
- Preliminary M/M Education Specialist Credential (ESCO)
- Preliminary Multiple Subject Credential Certificate (CT/MS)
- Clear Credential Certificate (CT/CC)
- Master of Arts in Clinical Psychology (MACP)
- Doctorate in Clinical Psychology (PsyD)

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. The required essays are used to assess writing skills and other qualities such as self-understanding, the applicant's mindedness and interest in working with diverse populations. While grade point averages and the quality and content of previous academic work are evaluated for admission, the programs also consider exemplary field experience and other interpersonal qualities conducive to successful graduate training in the study (Psychology, Education, Business). All graduate programs require two letters of recommendation written by those qualified to assess the applicant's intellectual and creative work, ability to successfully manage self-directed graduate studies, and competence for professional pursuits linked to the academic program. Lastly, individual or group interviews facilitated by the academic program are required to directly assess interpersonal qualities and an applicant's fit with the program.

### Admission Requirements for the MBA, MACP, and PsyD Programs

	<b>MBA</b>	<b>MACP</b>	<b>PsyD</b>
Entrance Term	Fall (September)	Fall (October)	Fall (October)
Online Application	X	X	X
Non-refundable \$60 Application Fee or Fee Waiver	X	X	X
Admission essays	X	X	X
Resume	X		X
Two letters of recommendation	X	X	X
Official, sealed transcripts or eTranscripts	X	X	X
Desired minimum undergraduate GPA	3.0	2.8	3.2
Interview with the Academic Program	X	X	X

### Admission Requirements for the

### Education & Credentialing Programs

	MEd/TC	MAE/BC	CT/MS	MAE/ES	ESCO	MAE
Entrance Term	Summer (July)	Summer (July)	Summer (July)	Fall (October)	Fall (October)	Fall (October)
Online Application	X	X	X	X	X	X
Non-refundable \$60 Application Fee or Fee Waiver	X	X	X	X	X	X
Admission essay	X	X	X	X	X	X
Resume	X	X	X	X	X	X
Two letters of recommendation	X	X	X	X	X	X
Official transcripts	X	X	X	X	X	X
Desired minimum undergraduate GPA	2.8	2.8	2.8	2.8	2.8	2.8
Successful completion of the admission interview with the Academic Program	X	X	X	X	X	X
Proof of CBEST Passage or the CSET Multiple Subjects and CSET Writing Skills	X	X	X	X	X	
Proof of registration or passage of CSET Multiple Subjects*	X	X	X	X	X	
Copy of valid CA credential				X	X	

*\*In addition to the required passage of the CBEST, passage of CSET Multiple Subjects is strongly advised prior to beginning coursework. To learn more about either test please visit:*  
<http://www.ctcexams.nesinc.com>.

A maximum of 9 quarter (6 semester) units of graduate coursework from external, regionally accredited institutions may be used for transfer into a graduate program with approval of the Program Chair and/or Office of the Registrar. Applicants must submit official transcripts of any completed graduate coursework 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. This school is authorized under Federal law to enroll nonimmigrant students.

### International 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; however, it is strongly recommended that all international applicants adhere to the program's early action deadline for their desired entrance term.

In addition to the program-specific admission requirements the following must also be received:

1. Proof of English language proficiency
2. Transcript evaluation for all coursework done outside of the U.S. or Canada (except Quebec)
3. Financial Certification – Official Bank Letter & Financial Statement Form
4. Passport style photograph
5. Photocopy of your passport

If you are an international student currently studying in the U.S. and are wishing to transfer to Antioch University Santa Barbara, please be prepared to submit the following in addition to providing the above-mentioned:

- Photocopy of your original I-20
- Photocopy of your I-94
- Photocopy of your Visa
- Completed [International Student Transfer In form](#)

### *1. English Language Proficiency*

Applicants whose native language is not English must demonstrate English language proficiency by submitting official English proficiency test scores. Accepted exams and minimum scores are provided below:

Exam	Score
<a href="#">ETS TOEFL</a>	79 (internet), 550 (paper), 213 (computer)
<a href="#">Kaplan's TOEFL</a>	Kaplan's Advanced Level
<a href="#">IELTS</a>	6.5 or higher
CELSA	70

### *2. Transcript Evaluation*

If you had schooling in a country other than the U.S. or Canada (except Quebec), you must have your academic record evaluated to certify that coursework completed (and academic degrees earned) are the

equivalent to that offered in the United States at a regionally accredited institution. A *full course-by-course* evaluation must be completed by an approved evaluation agency. The evaluation summary provided directly by the agency will serve as your official transcript and indicate the number of units and/or degree(s) you have earned. It is not necessary for you to provide an original copy of your academic record to our office. Antioch University Santa Barbara recommends the use of [World Education Services](#), a not-for-profit organization specializing in foreign credential evaluation. For a list of other approved agencies, please contact the [Office of Admissions](#). **Note:** for the BA program, AUSB guarantees 30 semester units (45 quarter units) of lower-division transfer credit for applicants who completed upper-secondary/gymnasium in Norway, Sweden, Denmark, or the Netherlands. Evaluation by an agency is not required. Instead, applicants must provide an official transcript in English from their school to be awarded this credit. This official transcript must indicate the graduation date.

### ***3. Financial Certification***

You must submit documentation of your ability to pay the educational and living expenses required for at least one year of your program. Please review the [Estimated Budget Sheet](#), then submit the [Financial Statement](#) and the required bank documentation. The bank documentation should include the following elements:

- Bank name and address on official letterhead
- Dated no earlier than 6-9 months before first day of start term
- Sponsor's first and last name, relation to applicant, and an indication of sponsorship
- Amount of available funds in US or foreign currency

### ***4. Passport-style Photograph***

The photograph should be a clear, full color headshot without eyewear. You may submit the photograph electronically to [admissions.ausb@antioch.edu](mailto:admissions.ausb@antioch.edu) or by standard mail to: Antioch University Santa Barbara, Office of Admissions, 602 Anacapa Street, Santa Barbara, CA 93101.

### ***5. Photocopy of Your Passport***

This should be a photocopy of the passport page that lists the expiration date. The photocopy should be sent via mail to: Antioch University Santa Barbara, Office of Admissions, 602 Anacapa Street, CA 93101. You also have the option to send it electronically as a scanned image or PDF to: [admissions.ausb@antioch.edu](mailto:admissions.ausb@antioch.edu).

If you are accepted to one of AUSB's academic programs, you will receive the necessary U.S. immigration forms to apply for a student visa (F-1) through the U.S. consulate in your home country. Admission to AUSB does not guarantee that you will receive a student visa. If you do not receive a student visa before the program start date, you may contact our [Office of Admissions](#) for assistance in changing your admission start date to a later start term. International students holding a student visa must be enrolled full time each quarter. Please remember, in general, a student visa does not allow you to be employed while in school.

## **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.

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.

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## 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.

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## Admission Decisions

### Full Acceptance

Full Acceptance means that the student's application file is 100% complete, and the student is accepted into the program without conditions.

### Provisional Acceptance

Students who are admitted provisionally receive an acceptance letter stating the provisions of their admission, 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 provisions stated in the acceptance 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.

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## 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.

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# 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, 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 students with the application process. 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?](#)

[Applying for Financial Aid](#)

[Financial Aid Cautions](#)

[Satisfactory Academic Progress \(SAP\)](#)

## 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 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 for Graduate students 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 and First Five.

### **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 and Graduate students in the MBA program.

### **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 the

[www.antiochsea.edu](http://www.antiochsea.edu) website under Scholarships Database. A thorough scholarship search will succeed if you start early, keep organized and search diligently.

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## 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](http://www.fafsa.ed.gov) – 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

- [AUSB Financial Aid Request Form](#) (optional, but highly recommended to ensure the Financial Aid Office knows what types of financial you are interested in receiving).
- If your student aid report has been selected for verification, you will need to complete and upload to myAntioch the appropriate verification worksheet, which can be found on our website. If you did not utilize the IRS data retrieval tool when completing your FAFSA, you will need to upload your IRS Tax Return Transcript and W-2(s) to myAntioch.
- Cal Grant recipients will need to upload a copy of the award letter (CAR) from the California Student Aid Commission to myAntioch.

## Financial Aid Cautions

- All forms of financial aid are disbursed on a term basis.
- Eligible students must be enrolled at least half-time.
- Financial Aid awards may be affected when students withdraw for a term, change their status from full-time to three-quarter time or 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.

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## **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 reviews student records each term to verify a satisfactory rate of progress toward the completion of the degree. Please see the [Satisfactory Academic Progress Policy](#) for more in-depth information regarding the review process and consequences for not meeting Satisfactory Academic Progress.

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# Tuition & Fees

Antioch University Santa Barbara computes tuition depending upon the degree program. In the BA and MBA programs, students pay a per unit fee for tuition. In all other degree programs, the student registers and pays for a designated unit load charge. Antioch charges more than half for the lesser unit load because many fixed expenses remain the same.

[Tuition](#)

[Fees](#)

[Explanation of Fees](#)

[Tuition Payment Plan](#)

[Tuition Refund Policy](#)

## Tuition

**BA Tuition**

Per-unit	\$481
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**MACP Tuition**

8-15 units	\$6,587
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4-7 units	\$3,952
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Per-unit & overload charge	\$659
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**MAE Tuition**

10-15 units	\$6,026
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6-9 units	\$3,615
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Per-unit & overload charge	\$603
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**MAE/TC & MEd/TC Tuition**

13-23 units	\$6,026
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6-12 units	\$3,615
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Per-unit & overload charge	\$603
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**MBA Tuition**

Per-unit	\$925
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**PsyD Tuition**

10-15 units	\$7,600
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8-9 units	\$762/unit
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Per-unit & overload charge	\$762
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## Fees

Admissions Application Fee	\$60
All Students - General Fee ( <i>per term</i> )	\$100
Application for Graduation & Diploma or Certificate Order Fee	\$100
Audit Fee	Variable
Clear Credential Certificate Program Fee	\$1,175
Diploma Reorder Fee	\$25
Dissertation Continuation Fee ( <i>PsyD Program ONLY</i> )	\$1,000
Education Field Practicum Student Teaching Fee ( <i>per quarter during student teaching</i> )	\$50
Educational Foundations Fee 3-unit class	\$490
Educational PACT Scoring Fee ( <i>per quarter during student teaching</i> )	\$50
Enrollment Maintenance Fee	\$475
Field Experience Continuation Fee ( <i>PsyD Program ONLY</i> )	\$475
International Student Fee ( <i>per term</i> )	\$200
Late Payment Plan Fee	\$75
Late Registration Fee	\$100
MACP Out-of-State Licensing Board Degree Verification Fee	\$25
MACP Program Materials Fee ( <i>first quarter only</i> )	\$30
MACP Quarterly Liability Insurance Fee	\$15
PsyD Full-time Internship Fee	\$3,000/yr
PsyD Half-time Internship Fee	\$2,000/yr
PsyD FA, WI, SP Quarterly Assessment, Practicum & Materials Fee - Yrs I, II, III & IV	\$267
Returned Check Fee	\$25
Thesis/Project Binding Fee for two req'd copies ( <i>\$40/additional copy</i> )	\$100
Thesis/Project Completion Fee ( <i>Education Program ONLY</i> )	\$475
Three-Payment Plan Fee	\$30
Transcript Only Fee	\$10
Transcript and Narrative Assessments Fee	\$20

A student registering for a number of units between the designated unit load categories pays the unit load charge 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 and fees are subject to change with written notice.

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## Explanation of Fees

### **Admissions Application Fee**

This \$60 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.

### **All Students - General Fee**

In addition to tuition, all matriculated students are required to pay the All Students - General Fee of \$100 each term when registered for credit. This fee is non-refundable after the full refund period. This fee supports several academic and student services such as technology, electronic library, and student activities.

### **Application for Graduation & Diploma or Certificate Order Fee**

Students must file the Application for Graduation & Diploma or Certificate Order form before the end of the term in which they intend to graduate. This \$100 processing fee is required when submitting the application.

### **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. Auditing is permitted when there is sufficient space in the class after matriculated students have registered.

### **Clear Credential Certificate Program Fee**

The Clear Credential Certificate Program Fee of \$1,175 is the quarterly fee for registered students. Financial Aid is not available for the Clear Credential Certificate Program.

### **Diploma Reorder Fee**

A lost or damaged diploma can be replaced for a \$25 fee. A graduate must submit the Diploma Reorder Form and payment to the Fiscal Office.

### **Dissertation Continuation Fee**

A \$1,000 fee is assessed to PsyD students who are continuing to complete their dissertation after they proceed to or complete internship. These students are required to enroll in Dissertation Continuation each quarter until the dissertation is completed.

*Please Note: No tuition and no units will be attached to this status. However, Financial Aid students will be considered enrolled half-time.*

### **Education Field Practicum, Student Teaching Fee**

*(per quarter during student teaching)*

This fee is assessed only to students in the education program at a rate of \$50 per quarter during which a student is participating in student teaching in class TEP-533.

### **Educational Foundations Fee**

This \$490 fee is assessed only to non-matriculated students who wish to enroll in the 3 unit Educational Foundations class.

### **Education PACT Scoring Fee**

*(per quarter during student teaching)*

This fee is assessed only to students in the education program at a rate of \$50 per quarter during which a student is participating in student teaching in classes TEP-512A & TEP-515A. Funds cover PACT (Performance Assessment for California Teachers), the cost of the student's Task Stream accounts, calibration and scoring PACT.

### **Enrollment Maintenance Fee (EMF)**

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

- complete degree requirements including documentation, or
- complete work in progress or incomplete work from previous terms.

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 registration period. Students may not initiate new learning activities for credit while on Enrollment Maintenance.

### **Field Experience Continuation Fee**

This \$475 fee is assessed to PsyD students who register for Field Experience Continuation and continue to accrue clinical hours due to the fact that they did not obtain an internship during year V.

*Please Note: No tuition and no units will be attached to this status. However, Financial Aid students will be considered enrolled half-time.*

### **International Student Fee**

This \$200 fee is assessed per term to F-1 international students who are registered for credit. This fee does not include health insurance.

### **Late Payment Plan Fee**

This \$75 fee is assessed when a payment plan payment is late or the minimum agreed payment amount is not paid. The fee is assessed monthly while a student's account is in a past-due status. The late fee is not assessed on accounts with a balance of \$250 or less until the first of the month following the start of the quarter.

*Accounts in a past due status are subject to registration cancellation, fiscal holds and/or collection actions.*

### **Late Registration Fee**

Students who do not initiate registration and pay or sign off for their tuition and fees by the registration deadline will incur a \$100 late fee.

### **MACP Out-of-State Licensing Board Degree Verification Fee**

This \$25 fee is assessed for students or alumni who require additional services and documentation for out-of-state licensing.

### **MACP Program Materials Fee**

*(first quarter only)*

This \$30 fee covers the testing materials required for the Psych Assessment courses.

### **MACP Quarterly Liability Insurance Fee**

A quarterly liability insurance fee of \$15 is charged to all MACP students. 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.

### **PsyD Full-time Internship Fee**

A fee of \$3,000 is assessed only to PsyD students registering at full-time status for PSC 790A for 0 units.

### **PsyD Half-time Internship Fee**

A fee of \$2,000 is assessed only to PsyD students registering at half-time status for PSC 790AA for 0 units.

### **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.

### **Returned Check Fee**

Each check or e-check returned unpaid to the University is subject to a \$25 returned check fee. A late payment fee also may be assessed and registration may be cancelled if the check was used to pay tuition and is returned after the payment deadline.

### **Thesis/Project Binding Fee**

for two required copies

*(\$40/additional copy)*

This \$100 fee is assessed to students in programs that require thesis/project binding.

### **Thesis/Project Completion Fee**

*(Education Program ONLY)*

A Thesis or Project Completion Fee of \$475 is designed for students in the Education program 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.

### **Three-Payment Plan Fee**

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.

**Transcript Only Fee**

Current and former students will be required to pay this \$10 fee in order to obtain an official sealed transcript. The fee is applied to each individual transcript requested.

**Transcript and Narrative Assessments Fee**

Current and former students will be required to pay this \$20 fee in order to obtain an official transcript along with a set of copies of the student's narrative evaluations in a sealed envelope.

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## **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.

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## 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 of 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.

### Quarter Refund Schedule

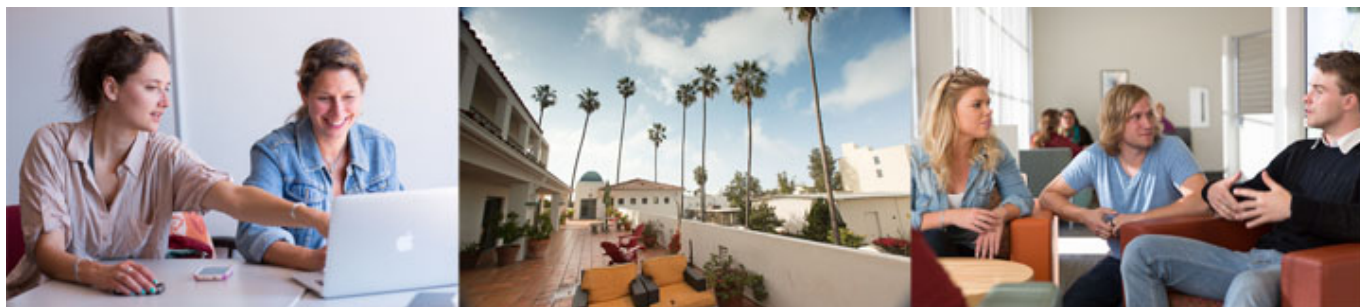
Official first two weeks of quarter	100%
Third week	70%
Fourth week	60%
Fifth week	50%
Sixth week	40%
Seventh week	30%
Eighth week	20%
After	0%

### Semester Refund Schedule

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

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# Office of the Registrar

The Office of the Registrar maintains academic records for each student in accordance with the University retention policy, 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 e-mail 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/Degree Verification
- Transcript Requests
- Graduation Reviews
- Diplomas
- General information regarding student academic records

[Registration](#)

[Add/Drop](#)

[Intra-University Registration](#)

[Transcripts](#)

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## Registration

Students receive information regarding registration each term via their antioch.edu e-mail account. The e-mail 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), as well as 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:

- Independent Study
- Enrollment Maintenance
- Internship (BA & PsyD Programs)
- Practicum (BA Program)
- Thesis/Project Completion (Education Program)
- Field Experience (PsyD Program)
- Field Experience Cont. (PsyD Program)
- Dissertation Continuation (PsyD Program)
- Leave of Absence

Students are held accountable for completing all registered activities. Once admitted, all students must register each term for classes or for an approved status. Students who fail to register by the add/drop deadline may be placed on one term of administrative leave (if applicable) or may be administratively withdrawn from the University.

Changes in registration may be made during the add/drop period. 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.

### Registering for an 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 registration week for the term in which the independent study will

be carried out.

### **Registering for Thesis/Project Completion**

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.

### **Registering for Enrollment Maintenance**

Enrollment Maintenance entitles the student to a reasonable level of advisement during the quarter, as well as access to certain non-credit-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 does not qualify for residency. It allows student loan deferment for one term only. Two consecutive Enrollment Maintenance terms are not permitted. Only one Enrollment Maintenance per four-quarter period or three-semester period is allowed. Students wishing to take a term of Enrollment Maintenance 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.

### **Registering for Leave of Absence**

Students may take an authorized Leave of Absence (LOA) from Antioch for personal reasons any time after the first term of enrollment, without charge.\* This allows the student to leave school for a term, 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 (for quarter programs) and one semester (for semester programs). 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 or one per three semester 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 e-mail list and receives official announcements and notice of next term's Registration. It is extremely important that a student desiring a Leave of Absence files an official Leave of Absence form, with an Advisor's signature, with the Office of the Registrar during Registration. Students who leave school without filing this form may be placed on one term of administrative leave (if applicable). A new form is needed each quarter (for quarter programs) if the Leave of Absence extends for more than one quarter.

\*Separate leave of absence rules and regulations apply to F-1 international students. Please see the PDSO or a DSO regarding questions about eligibility for a leave.

### **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 auditing students to 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 for academic credit.

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 the regular Registration period. 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. 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 s/he returns. For students who re-enroll 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.

### **Undergraduate Students in Graduate Classes**

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.

## **Add/Drop**

Classes and learning activities may be added or dropped online via myAntioch without academic penalty during the add/drop period specified on the Academic Calendar. After the add/drop period, students may not add activities or change their number of registered units without approval of the student's Advisor and Financial Aid Office. The student is held responsible for completing any units for which s/he is registered by the add/drop deadline. Credit cannot be earned for units not registered for by the deadline. Students may withdraw from courses after the add/drop deadline; however, academically the courses will be considered as attempted but not completed activities.

When adding or dropping a course or units, 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 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 will be granted.

## Intra-University Registration

Antioch University has campuses in Los Angeles, California; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio, as well as an Antioch Education Abroad program. Students enrolled at the Santa Barbara campus may wish to enroll in academic courses offered at another Antioch campus or the Antioch Education Abroad program.

Any student interested in registering for courses at another Antioch campus or Antioch Education Abroad program 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 University 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.

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

## Transcripts

### Official Transcripts

Students may request official transcripts via the [NSC Transcript Ordering Online](#).

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 former 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.

Students who completed their studies prior to July 1985 will need to contact Antioch University at (937) 769-1087 to request an official transcript.

### Unofficial Transcripts

Students may request unofficial transcripts by completing the [Unofficial Transcript Request](#) form.

Students who completed their studies prior to July 1985 will need to contact Antioch University at (937) 769-1087 to request an unofficial transcript.



## Enrollment/Degree Verification

Antioch University Santa Barbara has authorized the National Student Clearinghouse (NSC) to act as its agent for the verification of degree conferral and enrollment status. Third parties who wish to verify degrees and/or enrollment, please select the “Order-Track-Verify” menu tab on the NSC website:

<http://www.studentclearinghouse.org/>.

If you have any questions regarding enrollment and/or degree verifications, please feel free to contact NSC directly at:

Phone: (703) 742-4200

FAX: (703) 742-4239

E-mail: [service@studentclearinghouse.org](mailto:service@studentclearinghouse.org)

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## **Diploma/Commencement**

### **Diplomas**

The Application for Graduation & Diploma or Certificate form and fee must be submitted to the Fiscal Office during the final term of study. Once all requirements for graduation have been met (including financial obligations ), the Registrar's Office will send the diploma by certified mail to the address listed on the Application for Graduation & Diploma or Certificate form. Additional fees apply to international shipping.

### **Commencement**

Antioch University Santa Barbara's commencement ceremony occurs annually in June. 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 term of the current year. Students who are scheduled to complete all degree requirements during the current Spring or upcoming Summer quarter or Summer semester are eligible to participate in the commencement ceremony, pending a candidacy review. Students who graduated during the prior Spring or Summer quarter or Summer semester, but were unable to participate in the prior year's commencement ceremony, are eligible to participate in the current year's ceremony.

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## **Attending Other Institutions**

### **Transferring to Another Antioch University Campus**

Students may choose to transfer to another Antioch University campus to complete their degree. When contemplating a transfer, the student should speak to her or his Academic Advisor and the Registrar. Information about other Antioch University campuses is available in the Office of the Registrar.

Students should contact the Admissions Office of the campus where they would like to transfer and identify themselves as a currently enrolled student at Antioch University Santa Barbara. Students should then follow the instructions for that campus' Admissions Office. Deadlines and admission requirements vary among campuses. The Registrar may be able to help students facilitate the application and transfer process either by forwarding copies of documentation already present in Santa Barbara or by helping students understand procedures for transfer, deadlines, transfer credit issues, and residency.

All students are expected to be in good financial standing at AUSB when considering a transfer, and students are expected to order a final official transcript with evaluations from the Santa Barbara Office of the Registrar to the new campus when their record in Santa Barbara is complete.

To transfer from other Antioch University campuses to Antioch University Santa Barbara, students should consult the Admissions section of this Catalog.

### **Temporary Study at Other Institutions**

Students may wish to take courses at other accredited institutions in order to pursue specializations and/or while traveling abroad. Courses taken at other institutions may be included as part of a student's program if approved in advance by a student's faculty Advisor and the Office of the Registrar, although the regulations and procedures vary by program (review the policies under each academic program section).

While Antioch University Santa Barbara does not have formal study abroad arrangements with institutions in other countries, Antioch University does offer some study abroad opportunities. Additionally, there are numerous institutions that offer programs in which AUSB students may be eligible to participate.

### **Transfer to Another Institution**

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.

## Student Records

### **Disclosure of Information from Student Records**

Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA) and the California Information Practices Act, students at AUSB have the right (1) to inspect and review records that pertain to themselves as students, known as education records, unless waived or qualified under Federal and State law or University policies; (2) to seek to amend the content of education records that may be considered inaccurate or misleading; (3) to have withheld from disclosure personally identifiable information from their education records, except as provided in Federal and State laws or University policies; and (4) to file complaints with the US Department of Education – Family Policy Compliance Office regarding alleged violations of their FERPA rights.

Release of student record information is generally not done at Antioch University Santa Barbara without a signed, written consent from the student. There are, however, exceptions. For example, directory information as defined by AUSB includes name, address, e-mail address, telephone listings, dates of attendance, previous institution(s) attended, major field of study, participation in recognized activities or sports, enrollment status (undergraduate or graduate, full-time or part-time), photographs, honors and awards received, and degree(s) conferred and date(s) of degree. AUSB may release or publish directory information without the prior consent of the student, unless specifically instructed by students to withhold their information. To restrict the release or publication of any student information, students must provide the appropriate written instructions to the Office of the Registrar. To do so, students must complete a Request to Prevent Disclosure of Directory Information form.

AUSB may disclose education records in certain other circumstances, such as:

- to comply with a judicial order or a lawfully issued subpoena
- to appropriate parties in a health or safety emergency
- to officials of another school, upon request, in which a student seeks or intends to enroll
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General
- to state and local educational authorities, in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of the University
- the results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime

Student records are created and maintained by a variety of offices throughout the Antioch University Santa Barbara campus. Requests to inspect and review the records of any office must be made directly to that office and are subject to the terms of Federal and State laws and University policies. Inspection of student records maintained by the Office of the Registrar is by appointment only. To challenge the content of student records, students must follow the procedures outlined in the Policy on Amending or Correcting Student Records.

Access to student records at AUSB is provided to education officials in compliance with FERPA. Education officials include staff and faculty at AUSB who have a legitimate educational interest and the need to know information from those records. Education officials may also include members of AUSB's governing body charged with the oversight of the University's academic programs and accreditation. The National Student Clearinghouse acts as an authorized agent for the University in the verification of academic information for lenders and financial aid providers. Access for all other entities, known as third parties, requires the prior written consent of the student, unless excepted by FERPA, Federal and State laws, or University policies.

Student records provide official documentation of student learning and achievement and substantiate the accreditation of University programs. The accuracy and completeness of student records is the joint responsibility of individual students and the University. Students should periodically check their academic records for completeness and accuracy. Students must notify the University stating any problems or inaccuracies in their student records within sixty days of the end of the quarter in which the discrepancy occurred.

### **Amending or Correcting Student Records**

If a student believes that her or his academic records are inaccurate, misleading, or otherwise in violation of the right to privacy, she or he has the right to challenge and ask for amendment. Any request for an amendment of an academic record should be made in writing to the Office of the Registrar. It is the student's responsibility to keep the University up to date on any changes in address or phone number, name changes, etc. by filing the appropriate forms with the Office of the Registrar.

### **Retention of Student Records**

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.

### **Petition for Exception**

A student who wishes to petition for an exception to any academic or Registrar policy or procedure must complete a Petition for Exception to Policy and Procedures form, explaining why s/he believes an exception is warranted. The petition is submitted to the Advisor or Instructor (if regarding a credit award 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.

## Student Status

### Full-Time or Half-Time

Full-time status for undergraduate students is defined as 12 or more units. Full-time status for graduate students is defined as 6 or more units, or registration in a full-time internship (PsyD only).

Half-time status for undergraduate students is defined as less than 12 units, but greater than or equal to 6 units. Half-time status for graduate students is defined as less than 6 units but greater than or equal to 3 units.

### 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](mailto:antich.edu) e-mail account) of the intention to withdraw. Students on financial aid also must consult with the Financial Aid Office.

Students who withdraw may be 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. Please see the refund policy. 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 may be placed on one term of administrative leave (if applicable) or will be administratively withdrawn from the University. Students who do not maintain good academic standing also may be withdrawn, according to conditions of the Satisfactory Academic Progress Policy.



# Academic Policies & Procedures

[Taking Courses at Another Institution](#)

[Transfer Credits](#)

[Academic Writing Skills](#)

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[The Narrative Evaluation Process](#)

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[Student Evaluation of Courses](#)

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[Academic Progress](#)

[Satisfactory Academic Progress \(SAP\)](#)

[Review of Student Work](#)

[Academic Probation](#)

## **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.

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## 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 Concurrent Enrollment Agreement form to the Advisor who determines if the course is appropriate for transfer. The student then registers at the secondary 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 Concurrent Enrollment Agreement form 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.

Courses may be taken at other Antioch campuses in Los Angeles, California; Seattle, Washington; 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

Since Antioch emphasizes writing in almost every class, it is important that students develop their writing skills during their time in the program. All students are required to complete WRT 310 Academic Writing in their first quarter. Students can choose to further enhance their writing skills by enrolling in any of the writing courses offered throughout the year. Antioch has a Writing Center that provides services to help students with their writing. AUSB also arranges individual tutorials for students needing extra help.

A student who fails to complete the Educational Foundations and/or Academic Writing work during the first quarter may petition to receive an Incomplete for the class. If work is not completed by the end of the twelfth week of the second quarter, the student receives a No Credit evaluation and must retake the appropriate class immediately.

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## 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.

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## **The Narrative Evaluation Process**

### **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. 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.

### **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.

### **Procedures for Obtaining Grade Equivalents**

Students must submit a Letter Grade Equivalent Request form for each class to request a grade equivalent. For all programs, requests must be made by the final add/drop 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.

### **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 at Antioch University 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 will generate a grade equivalent. 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.

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## Incomplete Work

### Incomplete Work

Normally, all work should be completed by the end of each academic term. 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 term is over.

### One Term Limit

All Incompletes must be made up within one term 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 the end of week 12 of the subsequent quarter or week 17 of the subsequent semester. 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.

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## **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-term 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.

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## **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 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.

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## 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.

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## Satisfactory Academic Progress Policy (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 term 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.

The standards and guidelines below apply to all students for all academic terms. Students must meet both term-based and cumulative standards to be in SAP compliance.

### Term-based Standards

The term-based measure of academic performance compares the number of credits that a student attempts to the number of credits that a student earns within a single term.

### Cumulative Standards

The University's cumulative standard of satisfactory academic progress is a measurement over time, comparing the total number of applicable credits attempted to the total number of credits earned. Credits accepted for transfer are considered credits attempted and credits earned, and are included in the cumulative SAP calculations.

### Undergraduate Minimum Satisfactory Academic Progress Standards

- First term – Completion of 50% of term-based and cumulative attempted credits
- Second term – Completion of 66% of term-based and cumulative attempted credits
- All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

### Graduate Minimum Satisfactory Academic Progress Standards

- First term – Completion of 50% of term-based and cumulative attempted credits
- All subsequent terms – Completion of 75% of term-based and cumulative attempted credits

The calculation of satisfactory academic progress is determined at the end of one term for the student's standing in the upcoming term. Adjustments of student SAP status, in the current term, are allowable only for corrections to SAP miscalculations.

### Academic Progress Warning

A status assigned to students who fail to meet SAP at the end of a term. Students continue their enrollment and receive federal financial aid, but are expected to meet SAP by the end of the term in which they are put on Academic Progress Warning.

### **Academic Progress Probation**

A status assigned to students who fail to meet SAP at the end of the Academic Progress Warning term and who successfully appeal a suspension of academic and financial aid eligibility ([see full policy](#)). Students on this status are eligible to register and to receive federal financial aid.

### **Academic Plan**

A plan developed by the Academic Advisor and the student, and approved by the academic unit head, to ensure that the student is able to meet the University's satisfactory academic progress standards by a specific point in time.

### **Academic Withdrawal**

A status assigned to students who fail to meet SAP at the end of Academic Progress Warning and who do not appeal or whose appeal is not approved. The Academic Withdrawal process prohibits students from continuing their studies and registering for additional coursework.

### **Satisfactory Progress and Financial Aid Eligibility**

Students must make satisfactory academic progress to be eligible for financial aid. Students who have not previously attended AUSB are considered to be in good academic standing. For students who attended AUSB but did not receive financial aid, the University will determine eligibility by reviewing their past AUSB records.

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

## **Review of Student Work**

Every student's academic progress is reviewed each term 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 the 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 terms, 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 term 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, Chair, or Provost & VPAA's discretion, when in the Advisor, Chair, 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 e-mail 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

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## 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.

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## 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 term from The Alternative Copy Shop, 1511 Chapala, Santa Barbara, CA 93101, (805-963-7731). The term book list indicates which courses require readers.

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## 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](http://www.antiochsb.edu/writingcenter) for more information on Writing Center services.

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## **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 e-mail at [dmathes@antioch.edu](mailto:dmathes@antioch.edu) or by phone at 805-962-8179 ext. 5337 for more information.

## **Veteran Students**

Antioch University Santa Barbara works with the Department of Veterans Affairs to provide services to eligible Veteran students. Please contact the School Certifying Official, Paul Luciano, by e-mail at [pluciano@antioch.edu](mailto:pluciano@antioch.edu) or by phone at 805-962-8179 ext. 5103 for more information.

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## **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 online 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.

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## 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' 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.

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 F-1 student visas are obligated to follow designated federal requirements in order to stay in compliance status with the United States Department of Homeland Security.

A select group of staff members in the Admissions Office and the Registrar's Office serve as Designated School Officials (DSOs) who are empowered to issue and sign I-20s for admission and for travel outside the United States. Visa services are not provided, but the institution will 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 scholarship 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;
  - 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.
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## Student Health Insurance

Antioch does not offer or endorse specific student health insurance plans. However, health insurance resources for domestic and international students are provided below. International student health insurance from a company approved by AUSB is mandatory for International students.

Effective January 2014, health insurance options for domestic and international students include applying for a private individual plan or applying for coverage through one of the Covered California Health Insurance Plans. For more information on the Covered California Health Insurance Plans, please visit <https://www.coveredca.com/>.

Health insurance options for international students include (but are not limited to) the following

- HCC Medical Insurance Services - <http://www.hccmis.com/student-secure-insurance>
- Ascension International Student Health PPO Plus - [www.4studenthealth.com](http://www.4studenthealth.com)
- Compass Benefits Group Benchmark Premier Plan - [www.CompassStudentHealthInsurance.com](http://www.CompassStudentHealthInsurance.com)

## **Student Identification Cards**

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

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## **Student Announcements**

Antioch students receive announcements and official notices via their antioch.edu e-mail account. Students should check their antioch.edu e-mail account regularly.

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## Student Forms

Student Forms are available on the Antioch website at <http://www.antiochsb.edu/campus-life/student-forms/>.

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## 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.

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## Voucher Fund

Antioch's Voucher Fund provides 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.

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## 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 6:00 pm in the commuter lot. Additional parking and transportation resources and options are listed below:

### **MTD transportation costs:**

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

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

<http://www.santabarbaraca.gov/civicax/filebank/blobdload.aspx?BlobID=41765>

Hours of operation for downtown parking lots:

<http://www.santabarbaraca.gov/gov/depts/pw/dtp/daysop.asp>

### **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 2½ hours are free; each hour or part of an hour after the initial 2½ 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, and \$120 denominations.

Find more information on Pre-Paid Parking Cards at:

<http://www.santabarbaraca.gov/gov/depts/pw/dtp/daysop.asp>

### **Emergency Service in City Lots:**

<http://www.sbmttd.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/gov/depts/waterfront/parking/selfpay.asp>

**Map of Waterfront Parking Lots:**

<http://www.santabarbaraca.gov/gov/depts/waterfront/parking/default.asp>

**Waterfront Shuttle Schedule** (*starts at 9 am and travels from East Beach to Mesa*):

<http://www.santabarbaraca.gov/gov/depts/waterfront/parking/default.asp>

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, cross town shuttle = \$1.75) .

**Cross Town Shuttle Schedule and Map:**

<http://www.sbmted.gov/maps-and-schedules/37.html>

**Downtown and Waterfront Shuttle Schedule and Map:**

<http://www.sbmted.gov/maps-and-schedules/waterfront-shuttle.html>

Overall, there are many parking options (e.g., 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, at (805) 962-8179 ext. 5337 or [dmathes@antioch.edu](mailto: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](http://www.antiochsb.edu/alumni).

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# Antioch University Policies, Regulations & Procedures

## **AUSB Campus Policies, Regulations & Procedures**

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.

[Student Conduct](#)

[Professional and Ethical Standards in Clinical Training and Student Teaching](#)

[Confidentiality of Student Information](#)

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

[Rights and Responsibilities](#)

[Intellectual Integrity](#)

[Discrimination Policy](#)

[Dual Relationships Policy](#)

[Sexual Offense and Sexual Harassment](#)

[Grievance Procedures](#)

[Minors on Campus Policy](#)

[Electronic Use Policy](#)

[Human Subjects Review Policy](#)

[Disability Support Services Policy](#)

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## 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 e-mails 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 in the [Student Conduct Policy, 6.103](#).

## **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 (APA). 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 (APA), 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).

Education program 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. Communication 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 or 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. At Antioch University Santa Barbara, the following information is considered, but is not limited to, “directory” information: the student’s name; address; telephone listing; electronic mail address; photographs; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended. If you do not wish this information disclosed, you must complete the Request to Prevent Disclosure of Directory Information form.

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.

## **Rights and Responsibilities**

### [Antioch University Policy 6.102 Student Academic Rights and Freedom](#)

Antioch University 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 individual 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.

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## Intellectual Integrity

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

Academic integrity is expected of students in all interactions with the university, including participation in courses and other formal educational activities, interactions and relationships between students and university personnel, as well as in the use of all university educational resources. Students are expected to conduct themselves in a manner that preserves the academic integrity of all scholarly and educational pursuits of our learning community. Each student is expected to practice responsible academic citizenship and to respect the rights of others.

Students are expected to uphold the tenets of academic integrity in the following manner:

- Represent themselves in an honest manner;
- Present their academic work in a way that reflects their own capacities and efforts;
- Seek guidance from instructors on how to appropriately incorporate learning or evidence of that learning from one course to another;
- Present their identity honestly in all academic work;
- Avoid plagiarism;
- Use best practice conventions of source attribution and citation in their field, and credit the work or ideas of others in students' own work;
- Report any situation in which they believe their own work has been plagiarized or in which they may otherwise have been victims of any academic integrity violation; and
- Take appropriate action to resolve any suspected violations of the principles of academic integrity, as delineated by University policy.

## Discrimination Policy

### [Antioch University Policy 4.619 Discrimination Action and Discipline Procedure](#)

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 Provost & VPAA directly and may file a formal complaint. The Provost & VPAA will respond to the complaint promptly and equitably. The rights of confidentiality of all parties will be respected insofar 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.

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## 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.

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## Sexual Offense and Sexual Harassment

### [Antioch University Policy 4.607 Title IX, Sexual Harassment and Sexual Violence](#)

Antioch University (“AU” or the “University”) takes seriously its legal obligation to eliminate behaviors which create a hostile work or academic environment, to prevent their recurrence, and to address their affects. This policy is directed specifically to all forms of unlawful sex discrimination directed at both students and employees, including sexual harassment, gender harassment and sexual misconduct.

This policy applies to all aspects of Antioch University's operations and programs wherever situated. It applies to all conduct on University premises, and at University-sponsored events or programs. It also applies to other off-campus behavior, not part of a University sponsored activity, when the effects of the conduct substantially intrude on the University and create a hostile academic or employment environment. For example, a student who is sexually assaulted by another student off campus may thereafter reasonably be fearful of her safety on campus. The University will address the continuing effects of this off campus behavior and take necessary steps to ensure the safety of all members of the University community. In short, this policy shall be interpreted broadly to effect the intent and purposes of federal law and University policy.

The following conduct, if unwelcome, will constitute sexual harassment within the meaning of this policy:

- Using sexually oriented, profane or foul language or gestures;
- Uninvited sexual comments or innuendo;
- Repeated requests for dates;
- Oral, written, or electronic communications that are sexually explicit in nature such as sending sexually related texts or e-mail messages or cyber bullying or spreading sexual rumors about someone through social media like Facebook;
- Sexually explicit questions, jokes, or anecdotes about gender specific traits;
- Graffiti of a sexual nature, especially rumors about an individual;
- Sexually suggestive sounds, gestures, gifts, or visual materials such as magazines, pictures, posters, photos, cartoons, or drawings;
- Direct or indirect threats concerning sexual favors or the refusal to consent to sexual favors;
- Sexual leering, uninvited touching, stroking, patting, fondling or sexual gestures such as grabbing oneself in intimate areas for others to see;
- Physically cornering or blocking someone, or stalking or threatening an individual;
- Making unwelcome sexual propositions, requests for sexual favors, or lewd remarks or sounds;
- Touching an individual in intimate areas;
- Sexual assault or physical abuse;
- Rape, coerced sexual intercourse including sexual conduct with another while that individual was unable to legally grant consent due to impairment from alcohol or drugs.

The above examples are intended to give students and employees general notice of the nature of prohibited conduct. They are to be interpreted broadly to effect the above-stated purposes and shall not be regarded as an exhaustive list of misconduct for which discipline may be imposed.

## Complaints from Students

**Informal Resolution.** [NOTE: Informal resolution is not an option for cases involving sexual misconduct or sexual violence, including sexual touching of any kind. Because the University has a duty to protect all members of the community from such serious behavior, a complaint of this nature must proceed to a formal complaint process.]

If a student chooses to proceed informally, the student can report the harassment to an administrator, Chief Student Services Officer or academic unit head who has the authority to end the harassment, and specify that they wish to proceed informally. The person receiving the report should consult with their supervisor and with the Deputy Title IX Coordinator throughout the informal resolution process.

If the matter is resolved informally to the satisfaction of the reporting party, the person to whom the report was initially made will send a written summary of the matter to the Title IX Coordinator and Deputy Title IX Coordinator. The purpose of this summary is twofold: (1) to ensure that the University is aware of repeat incidents by the same harasser and (2) for record-keeping purposes so that the University can gauge the effectiveness of its anti-harassment policy and programs. This summary will be kept in a separate sexual harassment file and will be consulted for the two purposes set forth in this paragraph.

If the matter is not resolved informally to the satisfaction of the reporting party, the student can submit a request for formal resolution. This request must be submitted in writing to the Deputy Title IX Coordinator within ten (10) days of the informal resolution.

**Formal Resolution.** If a student reports an incident of sex discrimination, including sexual harassment, gender harassment, or sexual misconduct, to the University, the Title IX Coordinator or Deputy Title IX Coordinator, or his/her designee will conduct an administrative investigation. Ordinarily, an administrative investigation will include receipt of a written statement from the complainant which provides the factual details of the alleged violation, interviews with both parties, interviews with witnesses as appropriate and review of relevant documentary evidence. Once the investigation is complete the investigator shall issue a report with findings of fact and recommendations. Thereafter, the Title IX Coordinator or the Deputy Title IX Coordinator will review the investigator's report and make a determination about whether the case should be referred for further disciplinary proceedings pursuant to Section IX of the policy.

## Disciplinary Procedures

If after the administrative investigation, the Title IX Coordinator determines there is probable cause to believe that a violation of the policy has occurred, he/she shall refer the matter for further disciplinary proceedings. Disciplinary proceedings should ordinarily be completed within 60 days of the notice of the charge by the Complainant. Additional time may be required in cases involving complex investigations.

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 30 calendar days of the occasion of the grievance. If the student is on leave during this time, the grievance must be filed during the first 30 calendar days of the term in which the student resumes enrollment, but in all circumstances may not be filed more than two academic terms following the term in which the contested action occurred. The Program Chair will investigate and present their decision regarding the situation within 10 business days of the date on which the supervisor received the appeal. Should any party to the grievance feel this resolution to be insufficient, a written complaint should be directed to the Provost & VPAA within 30 calendar days of the date on which the supervisor's decision was communicated to the student. The Provost & VPAA will investigate and provide a written ruling within 20 calendar 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 calendar days. This decision will be binding and final.

## Minors on Campus Policy

### [Antioch University Policy 4.511 Children on Campus](#)

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 child care 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., e-mail 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 e-mail 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 e-mail policy). There may also be exceptions to the general rules which will be handled on an individual basis, for example, when 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 Provost & VPAA 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.

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## 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/student-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.

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# 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.

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 36 quarter (24 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.

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.

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. Some 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](http://www.cael.org).

[The Mission of the Undergraduate Program at AUSB](#)

[Learning Options](#)

[Outside Learning Activities](#)

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[AUSB's Master of Arts in Clinical Psychology \(MACP\) Program](#)

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[Antioch University Santa Barbara's Clinical Psychology Doctoral \(PsyD\) Program](#)

[Bachelor of Arts Course Descriptions](#)

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

**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.

**Effective 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.

**Global and 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, and a variety of factors that shape culture including worldview, communication, cultural rules, and personal biases.

**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.

**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.

**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.

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## Learning Options

AUSB is on the ten-week quarter system. Classes, all upper-division, meet face-to-face, online, or a combination 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 6 to 8 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. 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.

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## Outside Learning Activities

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

- obtain learning experiences 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, research, 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.

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## Prior Experiential Learning

Prior Learning is college-level learning that took place (1) outside accredited college classes, and (2) after high school and before enrollment at Antioch. Students sometimes confuse an internship or independent study with Prior Learning. Internships, independent studies, and concurrent learning take place during the student's residency at Antioch, whereas Prior Learning took place before the student entered Antioch (even though it is being reconstructed, documented and credited "now"). Many adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities.

Antioch University Santa Barbara accepts Prior Learning credit awarded through the Council for Adult and Experiential Learning. Students who plan to document Prior Learning for credit should visit [learningcounts.org](http://learningcounts.org) for information on the documentation process.

AUSB adheres to the standards recommended by the Council for Adult and Experiential Learning (CAEL) found at [www.cael.org](http://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. Prior units may be earned if the student does not have 120 units at time of transfer, and only to reach 120 units.

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## **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. 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.
- A maximum of 30 quarter (20 semester) units may be accepted for any of the optional 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 also helps students understand and plan how to fulfill these requirements. In this section, requirements are first listed, then explained in more detail. Courses and requirements listed below are subject to change.

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

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**2. Residency Requirement:** The residency requirement specifies the minimum number of quarter units that must be earned during quarters of enrollment at Antioch University.

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**3. Upper Division Requirement:** At least 60 upper-division units must be completed at Antioch University.

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**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).

### Oral & Written Communication

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

*Oral & written communication* is the academic discipline that furthers the development and expression of ideas in the written form and verbal form.

AUSB courses are:

COM 332	Digital Storytelling: Online Magazine Publication	WRT 319	Creative Nonfiction Writing
COM 352	Public Speaking	WRT 339	The Personal Journal: Literature & Self Discovery
WRT 310	Academic Writing	WRT-394A	Special Topics in Writing (1 unit)
WRT 311	Creative Writing		

### Arts & Humanities

(9 quarter or 6 semester units: 1 course from each area with a grade “C” or better)

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 394A	Special Topics in Art (1 unit)	COM 333	Exploration of Film
COM 322	Documentary Filmmaking	COM 349	Digital Media & Production
COM 330	Social Justice Documentary Film Making	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:

ECO 301	Environmental Justice & Advocacy	RLG 300	Spirituality & World Religions
ECO 306	Animal Ethics	RLG 301	Buddhism
GBL 300	History of Globalization	RLG 302	Mindfulness
MGT 375	Business Ethnis & Social Responsibility	RLG 394A	Special Topics in Religion (1 unit)
PHL 367	Ethical Issues in Contemporary Society	WRT 339	The Personal Journal: Literature & Self Discovery
PHL 369	Ethical & Legal Issues in Human Services		



**Physical and Biological Sciences**

(9 quarter or 6 semester units with a grade “C” or better)

*Physical and biological sciences* are the academic disciplines that study the physical and natural world and the scientific concepts, theories, and principles that explain the world. Subject areas include: Astronomy, Biology, Chemistry, Environmental Studies/Ecology, Geology, Physics.

AUSB Courses are:

ECO 302	Marine Ecology	ECO 345	Global Environmental Studies
ECO 304	Conservation Biology	ECO 394A	Special Topics in Environmental Studies
ECO 305	Natural History of Santa Barbara		

**Quantitative Reasoning**

(6 quarter or 4 semester units with a grade of “C” or better—must include one statistics course)

*Quantitative studies* are the academic disciplines that create systems for describing the physical world or human behavior in abstract or mathematical terms. Subject areas include: Accounting, Economics, Mathematics, Statistics.

AUSB Courses are:

ECO 302	Marine Ecology	MGT 320	Business Finance
ECO 305	Natural History of Santa Barbara	QNT 360	Macroeconomics
MKT 300	Market Analysis & Research	QNT 389	Research Methods & Statistics

**Social Sciences**

(9 quarter or 6 semester units with a grade “C” or better)

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); and within political entities (Political Science, Government).

AUSB Courses are:

CDE 304	Emerging Models of Early Childhood Education	MGT 368A	Management: Best Practices
CDE 305	Integrating Curriculum: Best Practices	MGT 374A	Organizational Strategy & Culture
CDE 306	Media, Technology & Children	MGT 375	Business Ethics & Social Responsibility
CDE 308	Special Education: Response to Intervention	MGT 394A	Special Topics in Business Management & Leadership
CDE 320	The Parent/Child Relationship	MKT 300	Market Analysis & Research
CDE 332	Adolescent Development	MKT 301	Integrated Marketing Communication
CDE 343	Theories of Learning & Cognition	MKT 303	Consumer Behavior
CDE 394A	Special Topics in Child Development & Education	MKT 304	Public Relations
COM 321	Interpersonal Communication in a Media World	MKT 305	Strategic Marketing
COM 323	Social Media	POL 331	Multiculturalism & American Politics
COM 327	Contemporary Issues in Media	POL 347	Public Policy
COM 330	Social Justice Documentary Filmmaking	POL 392	Engaged Citizenship
COM 350A	Media, Communication & Culture	PSY 310	Global Perspectives on Stress

COM 355	Intercultural Communication	PSY 320A	Counseling Theory & Coaching Techniques
COM 358	Group Dynamics	PSY 323	Personal Relationships: The Making & Breaking of Affectional Bonds
COM 374	Advertising & Culture	PSY 328A	Psychology of Gender & Sexuality
COM 394A	Films on Social Justice Topics	PSY 333	Culture & Emotions
ECO 300	Ecopsychology	PSY 334	Issues in Substance-based & Process Addictions
ECO 301	Environmental Justice & Advocacy	PSY 335	Psychopathology: The Nature of Mental Illness in Contemporary Society
ECO 350	Anthrozoology: Human- Animal Relations	PSY 339A	Positive Psychology
ECO 376	Sustainable Business Practices	PSY 340	Theories of Personality
ENT 300	Entrepreneurship	PSY 341A	Transformations of Consciousness
ENT 377	E-business & E-commerce	PSY 345	Community Psychology & Social Change
ENT 379	Business Planning & Development	PSY 355	Healing from Trauma
GBL 301	Human Rights	PSY 364	Principles of Group Counseling
GBL 314	Conflict Management I: Nature & Cause	PSY 368A	Family Systems: Global Perspectives
HDV 455	Child Development	PSY 369	Adult Development & Aging

HDV 458A	Language Acquisition	PSY 394A	Special Topics in Psychology
INT 303A	Service Learning in the Community	SOC 302	Social Justice Movements, Their Leaders & People
INT 391	Career Planning	SOC 305	Pacific Rim Cultures & Communities
INT 394A	Readings on Social Justice Topics	SOC 351	Diversity & Cultural Awareness
MGT 320	Business Finance	SOC 377	The Latino Community in American Society
MGT 322	Leadership & Project Management		

**5. Core Course Requirements:** To graduate, students must complete the following required Core courses at AUSB (18-21 quarter units not accepted as transfer work with the 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
- Senior Capstone Project (INT 308A) to be taken last term

Ethics Course (choice of one from approved list):

ECO 301	Environmental Justice and Advocacy	PHL 369	Ethics & Legal Issues in Human Services
ECO 306	Animal Ethics	POL 392	Engaged Citizenship
MGT 375	Business Ethics & Social Responsibility	RLG 301	Buddhism
PHL 367	Ethical Issues in Contemporary Society		

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

COM 325	World Media	PSY 328A	Psychology of Gender & Sexuality
COM 350A	Media, Communication & Culture	PSY 333	Culture and Emotion
COM 355	Intercultural Communication	RLG 300	Spirituality & World Religions
ECO 320	Sustainable Aid	SOC 302	Social Justice Movements, Their Leaders & People
GBL 300	History of Globalization	SOC 305	Pacific Rim Cultures & Communities
GBL 361	Global Economics	SOC 351	Diversity & Cultural Awareness
POL 331	Multiculturalism & American Politics	SOC 377	The Latino Community in American Society
PSY 310	Global Perspectives on Stress		

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

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**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
  - Concentration requirements may include transferred courses
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**7. Other Stipulations for BA Planning:** Several other stipulations apply for BA Program planning:

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- 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 (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
N/A	300s	Antioch Classes
196	396	Independent Studies
198	398	Internships and Practica

### The BA program requirements **must** include:

- 60 or more units of upper-division learning.
- No more than 120 units of lower-division learning.
- No more than 24 units that are successfully completed can be taken with any one instructor/evaluator.

### The BA program requirements **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.

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## Service-Learning Internship Program

The Service-Learning Volunteer Program provides structured opportunities for undergraduate students to engage in community-based learning activities by volunteering at a local non-profit community service organization of their choosing. 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 volunteer site. Students are expected to spend approximately 4 hours per week (or 40 hours total) at the internship site.
  - Discussion with an Academic Advisor prior to registration for the course to determine the desired placement is highly recommended.
  - Students will be required to decide on a Service-Learning volunteer site prior to registration and will be responsible for scheduling an interview with the site supervisor.
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## **Educational Foundations Class**

All entering students need to enroll in and attend 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.

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## 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 the “Student Services” section of the catalog or visit [www.antiochsb.edu/writingcenter](http://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.

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## **Area of Concentration Requirement**

The Area of Concentration is the student's specialized field of learning. The student may include one Area of Concentration in her/his program of study. An 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.

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## Areas of Concentration

Currently, Antioch offers seven Areas of Concentration for which courses are regularly scheduled in the BA curriculum. 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.

- [Child Development and Education](#)
  - [Communication and Media](#)
  - [Business & Entrepreneurship](#)
  - [Environmental Studies](#)
  - [Applied Psychology](#)
  - [Liberal Arts](#)
  - [Marketing](#)
-

## 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. CDE students are also required to get a TB test and Live Scan in order for them to participate in the required Practica.

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.

### Recommended Prerequisites:

- 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):

<b>CDE 303</b>	Child Psychology (3)	<b>COM 355</b>	Intercultural Communication (3)
<b>CDE 304</b>	Emerging Models of Early Childhood Education (3)	<b>COM 358</b>	Group Dynamics (3)

<b>CDE 305</b>	Integrating Curriculum: Best Practices (3)	<b>HDV 455</b>	Child Development & Learning (3)
<b>CDE 306</b>	Media, Technology & Children (3)	<b>HDV 458A</b>	Language Development & Acquisition (3)
<b>CDE 307</b>	Child Advocacy (3)	<b>GBL 301</b>	Human Rights (3)
<b>CDE 308</b>	Special Education: Response to Intervention (3)	<b>GBL 314</b>	Conflict Management I: Nature & Cause of Conflict (3)
<b>CDE 310</b>	Practicum: Advocacy (3)*	<b>PSY 333</b>	Culture & Emotion (3)
<b>CDE 311</b>	Practicum: Curriculum (3)*	<b>PSY 339A</b>	Positive Psychology (3)
<b>CDE 320</b>	Parent/Child Relationships (3)	<b>PSY 340</b>	Theories of Personality (3)
<b>CDE 332</b>	Adolescent Development (3)	<b>PSY 368A</b>	Family Systems: Global Perspectives (3)
<b>CDE 343</b>	Theories of Learning & Cognition (3)		

\*Required for concentration.

## 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 may have already developed specific skills in the media of their choice through their lower-division work. 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 in our 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.

### Recommended Prerequisites:

Communication:

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

Journalism:

- Reporting/Writing
- Mass Media and Society
- Journalism Publication (choice of print, radio, online, 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):

#### 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.

<b>CDE 306</b>	Media, Technology & Children (3)	<b>COM 355</b>	Intercultural Communication (3)
<b>COM 321</b>	Interpersonal Communication in a Media World (3)	<b>COM 358</b>	Group Dynamics (3)
<b>COM 322</b>	Documentary Filmmaking (3)	<b>COM 374</b>	Advertising & Culture (3)
<b>COM 323</b>	Social Media (3)	<b>ENT 379</b>	Business Planning & Development (3)
<b>COM 325</b>	World Media (3)	<b>HDV 458A</b>	Language Development & Acquisition (3)
<b>COM 327</b>	Contemporary Issues in Media (3)	<b>MGT 322</b>	Leadership & Project Management (3)
<b>COM 330</b>	Social Justice Documentary Filmmaking (3)	<b>MKT 305</b>	Strategic Marketing (3)



<b>COM 332</b>	Digital Storytelling: Online Magazine Publication (3)	<b>WRT 311</b>	Creative Writing (3)
<b>COM 333</b>	Exploration of Film (3)	<b>WRT 319</b>	Creative Writing: Nonfiction (3)
<b>COM 350A</b>	Media Communication & Culture (3)	<b>WRT 339</b>	The Personal Journal: Literature & Self Discovery (3)
<b>COM 352</b>	Public Speaking (3)		

## Business & Entrepreneurship (BE)

This concentration prepares students for management as well as preparation to venture into the realm of entrepreneurship roles within an established business. The Business & Entrepreneurship 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 or start a business of their own.

### 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.

### Recommended Prerequisites:

#### 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):

<b>COM 323</b>	Social Media (3)	<b>MGT 320</b>	Business Finance (3)
<b>COM 352</b>	Public Speaking (3)	<b>MGT 322</b>	Leadership & Project Management (3)
<b>COM 355</b>	Intercultural Communication (3)	<b>MGT 368A</b>	Management: Best Practices (3)
<b>COM 358</b>	Group Dynamics (3)	<b>MGT 374A</b>	Organizational Strategy & Culture (3)
<b>COM 374</b>	Advertising & Culture (3)	<b>MGT 375</b>	Business Ethics & Social Responsibility (3)
<b>ECO 376</b>	Sustainable Business Practices (3)	<b>MGT 385</b>	Human Resources & Legal Issues (3)
<b>ENT 300</b>	Entrepreneurship (3)	<b>MGT 398</b>	Internship (3) – <i>to be determined in consultation with Advisor</i>
<b>ENT 377</b>	E-business & E-commerce (3)	<b>MKT 305</b>	Strategic Marketing (3)
<b>ENT 379</b>	Business Planning & Development (3)	<b>POL 347</b>	Public Policy (3)
<b>GBL 300</b>	History of Globalization (3)	<b>QNT 359</b>	Microeconomics (3)

<b>GBL 314</b>	Conflict Management I: Nature & Cause (3)	<b>SOC 305</b>	Pacific Rim Cultures & Communities (3)
<b>GBL 361</b>	Global Economics (3)		

### 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.

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## 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 concentration 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. 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.

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

<b>COM 322</b>	Documentary Filmmaking (3)	<b>ECO 376</b>	Sustainable Business Practices (3)
<b>COM 323</b>	Social Media (3)	<b>ECO 398</b>	Internship with Environmental Organization (1-3) - <i>to be determined with Advisor</i>
<b>COM 352</b>	Public Speaking (3)	<b>ENT 300</b>	Entrepreneurship (3)

<b>COM 355</b>	Intercultural Communication (3)	<b>GBL 300</b>	History of Globalization (3)
<b>ECO 300</b>	Ecopsychology (3)	<b>GBL 314</b>	Conflict Management I: Nature & Cause (3)
<b>ECO 301</b>	Environmental Justice & Advocacy (3)	<b>GBL 361</b>	Global Economics (3)
<b>ECO 302</b>	Marine Ecology (3)	<b>MGT 322</b>	Leadership and Project Management (3)
<b>ECO 304</b>	Conversation Biology (3)	<b>MGT 374A</b>	Organizational Strategy & Culture (3)
<b>ECO 306</b>	Natural History of Santa Barbara (3)	<b>POL 347</b>	Public Policy (3)
<b>ECO 320</b>	Sustainable Aid & Grassroots Initiative (3)	<b>POL 392</b>	Engaged Citizenship (3)
<b>ECO 345</b>	Global Environmental Studies (3)	<b>QNT 389</b>	Research Methods & Statistics (3)
<b>ECO 350</b>	Anthrozoology (3)		

### 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).

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## Applied Psychology (APSY)

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. Emphasis is placed on diversity and its effects on the study and practice of psychotherapy.

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.

### Recommended Prerequisites:

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):



<b>CDE 303</b>	Child Psychology (3)	<b>PSY 328A</b>	Psychology of Gender & Sexuality (3)
<b>CDE 307</b>	Child Advocacy (3)	<b>PSY 333</b>	Culture & Emotion (3)
<b>CDE 320</b>	Parent/Child Relationships (3)	<b>PSY 334</b>	Issues in Substance-based & Process Addictions (3)
<b>CDE 332</b>	Adolescent Development (3)	<b>PSY 335</b>	Psychopathology: The Nature of Mental Illness in Contemporary Society (3)
<b>CDE 343</b>	Theories of Learning & Cognition (3)	<b>PSY 339A</b>	Positive Psychology (3)
<b>COM 358</b>	Group Dynamics (3)	<b>PSY 340</b>	Theories of Personality (3)
<b>ECO 300</b>	Ecopsychology (3)	<b>PSY 341A</b>	Transformations of Consciousness (3)
<b>ECO 350</b>	Anthrozoology (3)	<b>PSY 345</b>	Community Psychology & Social Change (3)
<b>GBL 314</b>	Conflict Management I: Nature & Cause (3)	<b>PSY 355</b>	Healing From Trauma (3)
<b>HDV 455</b>	Child Development & Learning (3)	<b>PSY 364</b>	Principles of Group Counseling (3)
<b>PHL 369</b>	Ethical & Legal Issues in Human Services (3)	<b>PSY 368A</b>	Family Systems: Global Perspectives (3)
<b>PSY 310</b>	Global Perspectives on Stress (3)	<b>PSY 369</b>	Adult Development & Aging (3)
<b>PSY 320A</b>	Counseling Theory & Technique (3)	<b>SOC 377</b>	The Latino Community in American Society (3)
<b>PSY 323</b>	Personal Relationships: The Making & Breaking of Affectional Bonds (3)		

### **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 Clinical Psychology and Doctorate of Clinical Psychology

## Liberal Arts (LBA)

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](http://www.aacu.org)):

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

### Curriculum

The Liberal Arts concentration is the most flexible with no prerequisites and ample courses every day and evening for easy scheduling. To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete courses from a wide range of academic disciplines. Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 units from any one course code (e.g., CDE, PSY and ECO).

<b>CDE 303</b>	Child Psychology (3)	<b>INT 308A</b>	Senior Capstone (3)
<b>CDE 304</b>	Emerging Models of Early Childhood Education (3)	<b>INT 391</b>	Career Planning (3)
<b>CDE 305</b>	Integrating Curriculum: Best Practices (3)	<b>MGT 320</b>	Business Finance (3)
<b>CDE 306</b>	Media, Technology & Children (3)	<b>MGT 322</b>	Leadership & Project Management (3)
<b>CDE 307</b>	Child Advocacy (3)	<b>MGT 368A</b>	Management: Best Practices (3)

<b>CDE 308</b>	Special Education: Response to Intervention (3)	<b>MGT 374A</b>	Organizational Strategy & Culture (3)
<b>CDE 310</b>	Practicum: Child Advocacy (3)	<b>MGT 375</b>	Business Ethics & Social Responsibility (3)
<b>CDE 311</b>	Practicum: Curriculum (3)	<b>MGT 385</b>	Human Resources & Legal Issues (3)
<b>CDE 320</b>	Parent/Child Relationships (3)	<b>MKT 305</b>	Strategic Marketing (3)
<b>CDE 332</b>	Adolescent Development (3)	<b>MUS 320</b>	Exploration of Music (3)
<b>CDE 343</b>	Theories of Learning & Cognition (3)	<b>PHL 367</b>	Ethical Issues in Contemporary Society (3)
<b>COM 321</b>	Interpersonal Communication in a Media World (3)	<b>PHL 369</b>	Ethical & Legal Issues in Human Services (3)
<b>COM 322</b>	Documentary Filmmaking (3)	<b>POL 331</b>	Multiculturalism & American Politics (3)
<b>COM 323</b>	Social Media (3)	<b>POL 347</b>	Public Policy (3)
<b>COM 325</b>	World Media (3)	<b>POL 392</b>	Engaged Citizenship (3)
<b>COM 327</b>	Contemporary Issues in Media (3)	<b>PSY 310</b>	Global Perspectives on Stress (3)
<b>COM 333</b>	Exploration of Film (3)	<b>PSY 320A</b>	Counseling Theory & Technique (3)
<b>COM 350A</b>	Media, Communication & Culture (3)	<b>PSY 323</b>	Personal Relationships: The Making & Breaking of Affectional Bonds (3)
<b>COM 352</b>	Public Speaking (3)	<b>PSY 328A</b>	Psychology of Gender & Sexuality (3)
<b>COM 355</b>	Intercultural Communication (3)	<b>PSY 333</b>	Culture & Emotions (3)

<b>COM 358</b>	Group Dynamics (3)	<b>PSY 334</b>	Issues in Substance-based & Process Addictions (3)
<b>COM 374</b>	Advertising & Culture (3)	<b>PSY 335</b>	Psychopathology: The Nature of Mental Illness in Contemporary Society (3)
<b>ECO 300</b>	Ecopsychology (3)	<b>PSY 339A</b>	Positive Psychology (3)
<b>ECO 301</b>	Environmental Justice & Advocacy (3)	<b>PSY 340</b>	Theories of Personality (3)
<b>ECO 302</b>	Marine Ecology (3)	<b>PSY 341A</b>	Transformations of Consciousness (3)
<b>ECO 304</b>	Conservation Biology (3)	<b>PSY 345</b>	Community Psychology & Social Change (3)
<b>ECO 305</b>	Natural History of Santa Barbara (3)	<b>PSY 355</b>	Healing From Trauma (3)
<b>ECO 306</b>	Animal Ethics (3)	<b>PSY 364</b>	Principles of Group Counseling (3)
<b>ECO 320</b>	Sustainable Aid & Grassroots Initiative (3)	<b>PSY 368A</b>	Family Systems: Global Perspectives (3)
<b>ECO 345</b>	Global Environmental Studies (3)	<b>PSY 369</b>	Adult Development & Aging (3)
<b>ECO 350</b>	Anthrozoology (3)	<b>QNT 360</b>	Macroeconomics (3)
<b>ECO 376</b>	Sustainable Business Practices (3)	<b>QNT 389</b>	Research Methods & Statistics (3)
<b>ENT 300</b>	Entrepreneurship (3)	<b>RLG 300</b>	Spirituality & World Religions (3)
<b>ENT 377</b>	E-business & E-commerce (3)	<b>RLG 301</b>	Buddhism (3)

<b>ENT 379</b>	Business Planning & Development (3)	<b>SOC 302</b>	Social Justice Movements, Their Leaders & People (3)
<b>GBL 300</b>	History of Globalization (3)	<b>SOC 305</b>	Pacific Rim Cultures & Communities (3)
<b>GBL 314</b>	Conflict Management I: Nature & Cause (3)	<b>SOC 351</b>	Diversity & Cultural Awareness (3)
<b>GBL 361</b>	Global Economics (3)	<b>SOC 377</b>	The Latino Community in American Society (3)
<b>HDV 455</b>	Child Development & Learning (3)	<b>WRT 310</b>	Academic Writing (3)
<b>HDV 458A</b>	Language Development & Acquisition (3)	<b>WRT 311</b>	Creative Writing (3)
<b>INT 302</b>	Educational Foundations (3)	<b>WRT 319</b>	Creative Writing: Nonfiction (3)
<b>INT 303A</b>	Service Learning (3)	<b>WRT 339</b>	The Personal Journal: Literature & Self Discovery (3)

## Marketing (MKT)

Marketing is changing in dramatic ways, and customer-centric and competitively dominant marketing strategies are vital to business success. By exploring the core concepts and tools of contemporary marketing management—from market segmentation and product positioning to distribution channel design and communications—this concentration equips students to develop effective marketing strategies. New online technologies of internet marketing, ecommerce and analytics which provide innovative tools to accomplish marketing goals are given special emphasis. Included among these activities are such things as helping to design products or services to satisfy customers' needs, designing pricing strategies to achieve profitable utilization of resources, implementing distribution procedures to obtain a smooth flow from production to use, and evaluating the personal selling and advertising operations to assure that users have sound bases for their buying choices. Marketing job titles are projected to grow by the Bureau of Labor Statistics. For example, Marketing researchers and specialists are expected to grow 32% (much faster than average) over the next eight years.

1. Consumer psychology and decision making — the study of how consumers make choices in markets, and how marketing instruments (such as advertising and prices) affect these decisions;
2. Marketing research and forecasting — the study of how consumer preferences can be formally measured and modeled, and how models can be used for forecasting and planning; and
3. Marketing strategy — the study of how firms can use knowledge of consumers and competitors to optimally allocate resources.

### Curriculum

Marketing is closely affiliated with such social and behavioral sciences as economics, sociology, and psychology, as well as such quantitative disciplines as accounting, statistics, management science, and computer science. Integrated marketing communications includes advertising, sales promotions, packaging, public relations, publicity, personal selling, direct marketing and event sponsorship.

Marketing is the appropriate concentration for students interested in careers in selling, direct selling, retailing, new product development, product and brand management, promotion, advertising, distribution strategy, supply chain management, marketing research, consumer behavior, sales management, e-commerce, business to business, logistics, purchasing, market strategy planning, customer relations, distributor relations, and many other related fields. Courses in Communication and Media also create opportunities for students to acquire relevant skills.

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.

### Recommended Prerequisites:

Business:

- Introduction to Business
- Marketing Plan Development
- Introduction to Accounting

- Business Communications
- Basic Computer Applications

**Marketing:**

- Introduction to Marketing
- Marketing Communications
- Introduction to International Business

**Communication:**

- Mass Media and Society
- Introduction to Communication
- Intercultural Communication

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

<b>COM 323</b>	Social Media (3)	<b>MKT 303</b>	Consumer Behavior (3)
<b>COM 350A</b>	Media, Communication & Culture (3)	<b>MKT 304</b>	Public Relations (3)
<b>COM 355</b>	Intercultural Communication (3)	<b>MKT 305</b>	Strategic Marketing (3)
<b>COM 374</b>	Advertising & Culture (3)	<b>MGT 332</b>	Business Finance (3)
<b>ENT 300</b>	Entrepreneurship (3)	<b>MGT 375</b>	Business Ethics & Social Responsibility (3)
<b>ENT 377</b>	E-business & E-commerce (3)	<b>POL 347</b>	Public Policy (3)
<b>GBL 361</b>	Global Economics (3)	<b>PSY 328</b>	Psychology of Gender & Sexuality (3)
<b>MKT 300</b>	Market Analysis & Research (3)	<b>SOC 305</b>	Pacific Rim Cultures & Communities (3)
<b>MKT 301</b>	Integrated Marketing Communications (3)		



## Dual Areas of Concentration

Students may choose to have Dual Areas of Concentration to demonstrate depth of learning in two specialized academic fields (e.g., Entrepreneurship and Environmental Studies). The dual concentration requires a total of 30 units in each concentration subject with a minimum of 24 units in each concentration from AUSB. No more than 12.0 units may overlap between concentrations.

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## **Preparation for Graduate Study**

Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field 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.

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## The Early Decider 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 (MAE/TC) or Masters in Education and Teacher Credentialing (MEd/TC) Program if they meet certain requirements and 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](http://www.cbest.nesinc.com) and [www.cset.nesinc.com](http://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 MAE/TC or MEd/TC 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 MAE/TC or MEd/TC Program (20 units)

### Fall

- Enroll in and pass courses for MAE/TC or MEd/TC Program (19 units)
- Apply for full admission to MAE/TC or MEd/TC Program

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

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## 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.

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## Quarter and Semester Units

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

- number of semester units  $\times 1.5$  = number of quarter units
- number of trimester units  $\times 1.5$  = number of quarter units

Fractions lower than one-half unit (0.5) are rounded down to the nearest unit. Fractions greater than one-half unit are rounded down to the nearest half-unit.

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## 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 also accepts credit from institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) (Grade of ‘C’ or better, Pass, or Credit).

Antioch 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.

## **Transfer Eligibility for 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.

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## 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.

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## **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.

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## **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.

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## **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.

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## **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.

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## **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.

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## **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.

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## Academic Advising

Each 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 early in the undergraduate program 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 pre-registration advising.

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## Degree Audit

Advisors provide each student with an individualized Degree Audit which consists of three forms: a transfer worksheet, a degree audit of general studies/breadth requirements and a degree audit form for 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.

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## 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. Students need to provide official transcripts of all concurrent learning to the Registrar before the start of their final quarter at Antioch. 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.

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## 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 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.

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## **BA Policy on Incompletes**

Students are encouraged to complete their courses 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.

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## 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 & Diploma or Certificate Order form during their final term of residency. 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.

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## 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 Cor 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.

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## Graduation

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

1. The student must submit an [Application for Graduation & Diploma or Certificate Order form](#) and payment to the Registrar's Office by then end of the final quarter of residency. The Registrar's Office and Campus Finance Director 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 as 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. Graduation 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.

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## **AUSB'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, Counseling Theory) 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).

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## **AUSB'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 20 or fewer upper-division undergraduate units remaining to complete the BA degree and have completed most all of the general studies requirements. Accepted Antioch undergraduates can apply MAE/TC or MEd/TC Program course credit toward their BA degree during the first quarter of the MAE/TC or MEd/TC Program.

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## **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 72 units.

Qualified applicants should be high achieving students with an undergraduate concentration 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 master's-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.

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## Bachelor of Arts Course Descriptions

### Art Courses

#### **ART 394A Special Topics in Art**

##### **1 unit**

During the year 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.

### Child Development and Education Courses

#### **CDE 300 Child Psychology: The Effects 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 303 Child Psychology**

##### **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. We will also look at the child in relationship to family, school, and the community.

#### **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 preschool 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 and requirements from their work sites, as well as state mandates.

### **CDE 306 Media, Technology & 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 Parent/Child Relationships**

#### **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 & 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 & 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. Students 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 Education Program.

### **HDV 458A Language Development & 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 Education Program.

## **CDE 394A Special Topics in Child Development & 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 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 is now immediate and easily accessible, understanding the effects of interactions and relational development through the use of 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 does social media shape our lives and more importantly, how do we want it to shape our lives? This course examines different theoretical and practical approaches in understanding the effects of social media in our media saturated world. We will discuss how social media affects perceptions, relationships, education, business, global, and our identity.

### **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. This course satisfies the Global & Intercultural Awareness requirements.

### **COM 327 Contemporary Issues in 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. The course focuses on a 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 330 Social Justice 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 advents 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 332 Digital Storytelling: Online Magazine Publication**

#### **3 units**

The design and production of Antioch’s own online magazine provides the unique opportunity to publish a magazine with rich media and interactivity. Digital Storytelling is an emerging term that uses new digital tools to help ordinary people tell their own “true stories” in a compelling and emotionally engaging form. Using new models of content development and distribution, the magazine will create strategies for reader engagement and focus on publishing multimedia stories of interest to the Antioch community: activities & events; alumni stories; social justice issues; student and faculty profiles. Cross-platform distribution to a number of mobile, tablet and desktop devices combined with search optimization will provide increased audience reach; sophisticated analytics will be able to measure readership and engagement.

### **COM 333 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.

### **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 well-being, 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 & 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 304 Conservation Biology**

#### **3 units**

Conservation biology is an interdisciplinary science that focuses on conservation of biological diversity at gene, population, species, ecosystem, landscape, and global levels. This course provides an overview of the discipline including the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches.

### **ECO 305 Natural History of Santa Barbara**

#### **3 units**

This course examines local habitats in the Santa Barbara region, including sloughs, chaparral, streams, and gardens. Research and observational techniques will focus on contemporary ecological problems in diverse habitats, exploring solutions that emerge. This course incorporates knowledge of flora, vertebrate and invertebrate fauna, geology, chemistry, and ecological restoration and will include field work at various habitats.

### **ECO 306 Animal Ethics**

#### **3 units**

What is our ethical responsibility to animals? This course will focus on that central question as we explore how non-human animals are viewed within our dominant Western paradigm, and look at alternative cultural and philosophical perspectives that challenge this paradigm. The field of animal ethics has emerged as a response to the profound impact of human practices on other species. Key areas of debate in the field of animal ethics will be covered and students will be encouraged to apply critical analysis and ethical reasoning to issues such as animal rights, speciesism, animal welfare, eating animals and animal experimentation.

### **ECO 320 Sustainable Aid**

#### **3 units**

In this class, students will explore sustainable aid initiatives globally that focus on communities, countries, and ecosystems and empower people within their habitat. Sustainable aid is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Sustainable aid can be grass roots oriented, using bottom-up approaches, involving constant conversation with aid recipients and using their feedback. Students will learn about sustainable aid in the context of collaborative, honest, realistic situations on the ground. We will focus on case studies that are mission-driven, people-oriented, marketable and scalable, well-managed and financed.

### **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 350 Anthrozoology**

#### **3 units**

This course explores the interdisciplinary field of Anthrozoology from a multidisciplinary 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. This course uses sociological, psychological, historical, cultural and environmental perspectives to examine the human-other animal bond.

### **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, as well as 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 & 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 & 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. Students start from a basic definition of globalization and develop 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 & Cause**

#### **3 units**

This course is 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 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 micro-economics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.

### **GBL 394A Special Topics in Global 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.

## **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. It is strongly suggested that students choose their volunteer site and begin the process before the first class. Volunteer hours should not begin before the official start of the quarter. Required for all students.

### **INT 308A Senior Capstone Project**

#### **3 units**

Built around the campus mission and BA Program's Core Purposes, this course is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes from their undergraduate program. Students will provide evidence of the essential knowledge they have gleaned from their liberal arts education by creating a cumulative portfolio and by assessing their skills in the areas of each Learning Outcome. 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, and 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 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 Entrepreneurship 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 322 Leadership & 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 323 Managing in a Global Environment**

#### **3 units**

The global workplace is ubiquitous. In today's business community, we find dispersed companies interfacing with contractors, subcontractors and strategic partners in every part of the globe. Each alliance brings with it cultural differences that impact communication, decision making, project management, leadership style, conflict management techniques, and relationship-building. This class explores cultural

differences in the global environment from the perspectives of power, risk-taking and individual perception. Students learn how trust, an essential component to successful business ventures, is exhibited in select cultures, and experience how genuine overtures of trust can be misunderstood due to cultural perceptions.

### **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 & 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 & 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 & 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 & 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.



## Marketing Courses

### **MKT 300 Market Analysis & Research**

#### **3 units**

This course adopts a comprehensive hands-on approach to designing and conducting research. From classic opinion research to social media analytics, a wide range of contexts, problem areas, and methods are covered that are relevant across disciplines and fields of study. Students will be exposed to the various stages of the research process from recognizing the need for research and defining the problem to analyzing data and interpreting results. Proper design of research methods, fieldwork, questionnaires, and surveys (e.g., online surveys) is covered. Emphasizes the total research process as well as specific research steps, stressing information needs, research formulation and design, and research procedure. Integrates and applies concepts through marketing research cases and a field research project.

### **MKT 301 Integrated Marketing Communications**

#### **3 units**

This course provides a broad introduction to integrated marketing communications (IMC). Students learn the elements of a strategic communications plan. In the class, students also review marketing mix development in various product/service life stages of a company. This helps students gain an understanding that the integrated communications plan must tie to business goals, audience relevancy, market penetration, and measurable results. Lastly, students gain an understanding of how to plan and implement an integrated marketing communications plan from the viewpoints of advertising agencies, businesses, and nonprofit organizations.

### **MKT 303 Consumer Behavior**

#### **3 units**

This course presents a comprehensive, systematic, and practical conceptual framework for understanding people as consumers—the basic subject matter of all marketing. Consumer buying patterns, motivation and search behavior. The consumer decision-making process includes interdisciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications as well as, case analyses and research projects. Students discuss relevant psychological and sociological theories and study how they can be used to predict consumers' reactions to strategic marketing decisions. Basic methodologies for research in consumer behavior are developed and applied. Course emphasis is on developing applications of behavioral concepts and methods for marketing actions.

### **MKT 304 Public Relations**

#### **3 units**

A general course in the technique of establishing and maintaining public relations. Emphasis is on strategic management, ethics, and two-way organizational communication. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and other social media. Activities span a variety of media to influence public opinion and manage an organization's reputation.

### **MKT 305 Strategic Marketing**

#### **3 units**

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

## 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 & 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 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.

### **PHL 394A Special Topics in Philosophy**

#### **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.

## Political Science Courses

### **POL 331 Multiculturalism & 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 sociopolitical 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 & Coaching Techniques**

#### **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 & 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, and adult child/parent issues. Students will have opportunities to explore personal values, attitudes, and beliefs regarding a variety of topics on personal relationships.

### **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 & Emotions**

#### **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 334 Issues in Substance-based & Process Addictions**

#### **3 units**

This course addresses major issues related to substance-based addictions (alcohol and drugs) and other related addictive behaviors referred to as process addictions (gambling, shopping, internet, sex, eating, etc.). The course will explore issues related to early life experience and trauma; family dynamics inclusive of family rules and survival roles; codependency; the biology of addiction; comparative theories of addiction and approaches to treatment.

*\*\* Students who have completed PSY 380A are not eligible to take PSY 334.*

### **PSY 335 Psychopathology: The Nature of Mental Illness in Contemporary Society**

#### **3 units**

This course provides a comprehensive investigation into the nature and scope of mental illness in contemporary society. An overview of historical thinking and approaches, as well as cultural and societal influences, will be examined. The focus of the course will be on current theories and practices as they relate to both psycho-therapeutic and bio-therapeutic approaches to understanding and treatment. Cultural, social, and political attitudes toward mental illness, inclusive of the marginalization and

stigmatization of the mentally ill, will be of particular interest from a social justice perspective.

### **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 weaknesses.

### **PSY 341A Transformation 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 & 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 355 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 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 368 Family Systems & Interventions**

#### **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.

### **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 360 Macroeconomics**

#### **3 units**

Economics is the study of the choices which are made because of the scarcity of resources, the institutions which facilitate those choices, and the outcomes that occur in various market environments. This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

### **QNT 389 Research Methods & 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 301 Buddhism**

#### **3 units**

Buddhist ideas and meditation practices are having a profound impact on modern science, psychology, spirituality and health care. In this class each student will gain a personally meaningful understanding of the essential philosophy and practice of Buddhism through the lenses of their own questions and learning styles. The course will combine personal experience with academic study and include a workbook, course website, original Buddhist scriptures and individualized research. Each class session will include teachings on Buddhism, discussions, student sharing, journaling, movement and meditation. We will come away with new perspectives and practices to enrich our minds and lives.

### **RLG 302 Mindfulness**

#### **3 units**

This course will explore both the classical roots of mindfulness practice and the modern scientific studies on mindfulness. Mindfulness practice is designed to help people develop inner calm, focus, insight and compassion. Scientific studies show its effectiveness in reducing stress-related mental and physical illness as well as promoting improved attention and well-being. Students will develop a mindfulness practice that fits their individual styles for learning as well as methods for integrating the practice into their relationships, professions, community service and personal lives.

### **RLG 394A Special Topics in Religion**

#### **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.

## **Sociology Courses**

### **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 302 Social Justice Movements, Their Leaders & People**

#### **3 units**

The focus of this course is to review and analyze the cultural-political and spiritual environments, the very nature of how, why and when social justice movements occur. The course will examine components in an environment that set the stage for a social justice campaign to occur. Profile studies of social justice leaders, members and movements will be conducted. Current theoretical discussions, research and various community guests will be utilized in guiding the student’s awareness of social justice movements in the local and world communities. Students will critically analyze the social context of social justice utilizing Santa Barbara as an initial study site.

### **SOC 305 Pacific Rim Cultures & 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 & 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 377 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 310 Academic Writing**

#### **3 units**

Beginning with a review of basics (grammar, outline, style, purpose, etc.) the course will focus on the development of the 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 319 Creative Writing: Nonfiction**

#### **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 & 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 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 (MACP)

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 Professional Clinical Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36. 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.

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## **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 Clinical 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 Clinical 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. Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in either Latino Mental Health or, Healthy Aging by choosing one of those Concentration tracks which can also be completed within 24 months.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, 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" approach 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 Foundations 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 unit degree that meets California licensing requirements for Marriage and Family Therapists. A separate 90 unit track meets requirements for Licensed Professional Clinical 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 90 units and 8 full-time quarters, or 16 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 Concentration in Latino Mental Health (90 units) or with a Concentration in Healthy Aging (96 units) which can be completed within the 24 month time frame of the program. 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 or 27 months). All of the concentrations and track options in the Program may be completed within 8 full-time quarters.

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

Students are able to transfer up to 9 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 and can also meet academic requirements towards LPCC licensure in California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. 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 MFT track students include 225 face to face hours of clinical training experience.

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

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## Master of Arts in Clinical Psychology Required Curriculum

<b>PSC 501A</b>	Theories of Psychotherapy in Context (3 units)	<b>PSC 530</b>	Psychotherapy with Children & Adolescents (3 units)
<b>PSC 503A</b>	Research Methods (3 units)	<b>PSC 531A</b>	Intimate Relationships (3 units)
<b>PSC 503B</b>	Evaluation Outcome and Research (LPCC Track - 1.5 units)	<b>PSC 532</b>	Trauma Counseling (3 units)
<b>PSC 504</b>	Human Development & Diversity (3 units)	<b>PSC 532A</b>	Crisis, Disaster & Emergency Response (1.5 units)
<b>PSC 504G</b>	Lifespan Human Development: The Older Adult (1.5 units)	<b>PSC 537B</b>	Human Sexuality & Counseling (3 units)
<b>PSC 505</b>	Clinical Skills in the Multicultural Context (3 units)	<b>PSC 538B</b>	Professional Ethics & the Law (3 units)
<b>PSC 505A</b>	Multicultural Awareness: Self, Culture & Context (3 units)	<b>PSC 538D</b>	Professional Orientation (1 Unit)
<b>PSC 506A</b>	Psychopathology (3 units)	<b>PSC 545A</b>	Substance Related Disorders & Other Addictive Behaviors (3 units)
<b>PSC 507</b>	Clinical Skills with Families and Couples (3 Units)	<b>PSC 546</b>	Psychopharmacology for Therapists (3 units)
<b>PSC 507A</b>	Theories of Family Systems (3 units)	<b>PSC 546A</b>	Psychopharmacology for Therapists (LPCC Track - 4.5 units)
<b>PSC 507H</b>	Advanced Family Therapy: Special Populations (2 units)	<b>PSC 547</b>	Brain and Behavior (LPCC Track - 1.5 units)
<b>PSC 507I</b>	Advanced Family Therapy: Evidence Based Practice (2 units)	<b>PSC 550B</b>	Domestic Violence: Spousal, Elder and Child Abuse (3 units)
<b>PSC 508</b>	Psychological Assessment: Evaluating Individuals & Systems in Context (3 units)	<b>PSC 551</b>	Community Mental Health (3 units)



<b>PSC 508A</b>	Social and Cultural Factors: Assessment and Evaluation (LPCC Track - 1.5 units)	<b>PSC 555A</b>	Dual Diagnosis: Substance Related Disorders and Mental Illness (1.5 units)
<b>PSC 520</b>	The Process of Group Psychotherapy (3 units)	<b>PSC 563</b>	Loss and Bereavement (2 units)
<b>PSC 520A</b>	Clinical Skills I: The Psychotherapeutic Relationship (3 units)	<b>PSC 650B</b>	Practicum I: Clinical Evaluation & Crisis Interventions (3 units)
<b>PSC 520B</b>	Clinical Skills II: The Psychotherapeutic Process (3 units)	<b>PSC 650C</b>	Practicum II: Diagnosis & Treatment Planning (3 units)
<b>PSC 522</b>	Group Theories (1.5 units)	<b>PSC 650D</b>	Practicum III: Clinical Interventions (3 units)
<b>PSC 524</b>	Contemporary Theories of Psychotherapy (2 units)	<b>PSC 650E</b>	Practicum IV: Integrating Clinical Skills (3 units)
<b>PSC 525</b>	Career Theories and Practice in the System (LPCC Track - 4.5 units)	<b>PCS 650L</b>	Practicum I: Professional Orientation for LPCC (LPCC Track - 1.5 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 coursework 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 in Latino Mental Health and a concentration in Healthy Aging.

The concentration in [Latino Mental Health](#) includes courses designed to develop proficiency in providing mental health services to Latino and Hispanic consumers. Students in this program are required to be proficient in Spanish and English. The courses required as part of the 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 Psychotherapy \(3 units\)](#)

[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:

[PSC 555B Substance Related and Co-occurring Disorders in the Older Adult \(2 units\)](#)

[PSC 560 Healthy Development Throughout the Aging Process \(3 units\)](#)

[PSC 561 Social, Cultural, & Systemic Aspects of Aging \(3 units\)](#)

[PSC 562 Clinical Skills with Older Adults \(3 units\)](#)

[PSC563A Loss and Bereavement Through the Life Cycle \(3 Units\)](#)

[PSC 650F Practicum I: Clinical Evaluation & Crisis Intervention with Older Adults & Their Families \(3 units\)](#)

[PSC 650G Practicum II: Diagnosis & Treatment Planning with Older Adults & Their Families \(3 units\)](#)

[PSC 650H Practicum III: Clinical Interventions with Older Adults & Their Families \(3 units\)](#)

## PSC 650I Practicum IV: Integrating Clinical Skills with Older Adults & 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 during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Student Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each thirty-three hours of study). Finally, evaluators write the narrative evaluation for the course.

### **Experiential Learning and Confidentiality in the Classroom**

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires 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 225 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 four 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 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](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 a practicum course (PSC-650 series). 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. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, 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 electronic 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 MFT 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.

### **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).

The required 225 hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program.

### **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 in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

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 some of the influential theories of counseling and psychotherapy by exploring the social, cultural and historical contexts that produced them. Theories are considered in terms of their evidence base and relevance in the contemporary social context. The course compares and contrasts theories in terms of key theoretical concepts such as personality development, health and illness, and therapeutic techniques. Students begin the process of developing their philosophy of treatment and therapeutic orientation.

### **PSC 503 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 503B Evaluation and Outcome Research (LPCC Track)**

#### **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 504 Human Development and Diversity**

#### **3 units**

This course provides an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes which are also affected by such factors as biology/ genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

### **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**

Individual and family lifecycle development perspectives are used to understand the psychological, social, and biological changes that are associated with aging with an emphasis on factors related to positive adjustment. Students will examine later life transitions in work, social roles and health as well as how aging processes vary by gender, race, and ethnicity.

### **PSC 505 Clinical Skills in the Multicultural Context**

#### **3 units**

This experiential course builds on the student's developing multicultural awareness and clinical skills 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 505A Multicultural Awareness: Self, Culture & 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 students' attitudes and biases.

### **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 507 Clinical Skills with Families and Couples**

#### **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 about individuals, couples, and families from a systemic point of view.

### **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 507H 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.

**PSC 507I 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 & Systems in Context**

**3 units**

This survey course covers the major psychological assessment instruments used with normal and pathological populations. Evaluating the psychometric properties of tests and their use in planning treatment is addressed. Students will learn to administer level B instruments and to interpret them within the cultural, developmental and systemic context of the individual.

**PSC 508A Career Assessment (LPCC Track)**

**1.5 units**

This course builds upon the theoretical basis for social, psychological and cultural assessment and evaluation of individuals and groups. Students will learn how to use the major psychological assessments with normal and pathological clients and apply these assessments within a social and cultural context. Students will also learn ethical strategies for selecting, administering and interpreting assessment instruments from a social and cultural context.

**PSC 511 Latino Mental Health**

**3 units**

This 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 515 Clinical Skills with Latino Couples & Families**

**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 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 517 Clinical Skills II: The Psychotherapy 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 520 The 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 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.

### **PSC 524 Contemporary Theories of Psychotherapy**

#### **2 units**

This course expands upon the material in PSC 501A 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.

**PSC 525 Career Theories & Practice in the System (LPCC Track)**

**4.5 units**

This course provides 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 addresses career/lifestyle development of diverse populations. Students learn to assess and attend to the unique career development needs of individuals within particular socioeconomic and cultural groups in context from a systemic perspective. Students are 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 525A Career Theories & Practice (LPCC Track)**

**3 units**

This course provides 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 (LPCC Track)**

**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 socioeconomic and cultural groups in context from a systemic perspective.

**PSC 530 Psychotherapy with Children & Adolescents**

**3 units**

This course focuses on the assessment, diagnosis and treatment of children and adolescents. Students learn to assess and integrate the child or adolescent's developmental, social, cultural, educational, and familial context in the formulation of a clinical case conceptualization and treatment plan.

**PSC 531A Intimate Relationships**

**3 units**

In this course, students examine relationships of intimacy, including same-sex and opposite-sex partnering, and marriage. Systemic theories and processes for facilitating change in intimate relationships will be explored, including communications theory, cognitive-behavioral theory, psychodynamic theory, and research based methods.

**PSC 532 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.

### **PSC 532A Crisis, Disaster and Emergency Response**

#### **1.5 units**

This course examines the role of the mental health professional in natural disasters and community emergencies. Application of crisis theory and multidisciplinary responses ranging from short-term crisis intervention to long-term approaches designed to prevent the development of mental health problems and trauma responses are emphasized.

### **PSC 537B Human Sexuality & 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 538B Professional Ethics & 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 Clinical 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 538D 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 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, and 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

**PSC 546A Psychopharmacology for Therapists (LPCC Track)**

**4.5 units**

This course covers fundamentals of psychopharmacology needed to inform practitioners when referring clients for psychotropic medication consultations and in working collaboratively with psychiatrists. Students will learn the various classifications of psychotropic medications, their indications, contraindications and efficacies. Attention will be given to the diagnostic criteria for major DSM disorders that are treatable with medication, including a list of these medications, their therapeutic dosage ranges, side effects, and drug interactions.

**PSC 547 Brain and Behavior (LPCC Track)**

**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 & Child Abuse**

**3 units**

This course provides 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 & 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, & 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 all populations, this course will teach skills specifically applicable for working with older adults and their families. Interventions are informed by the clinician's knowledge of and sensitivity to the unique and profound changes experienced by individuals during the natural progression of this phase, who also encounter discrimination and marginalization. Intervention with a unique lens to the aging population will include topics of loss including; roles, financial resources, support networks, partners, friends, cognition, health, overall sense of well-being. Challenges and corresponding interventions which relate to the "whole person" including; mind, body and spirit, physical changes, interpersonal relationships and sexuality will be addressed. The course will also look at the impact on the family system including; care giving, and transition to alternative living arrangements. Clinical approaches will be presented which support resilience and the positive reframing of the experience for aging populations and their families and which facilitate the incorporation of tools for joyful living in the face of loss and change.

### **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 563A Loss and Bereavement Through the Life Cycle**

#### **3 Units**

This course addresses issues related to losses of all kinds through the life cycle with a particular focus on 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 & Crisis Intervention**

#### **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 & 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 course focuses on providing individual and family interventions, including the use of evidence based treatments and the effects of trauma. A systemic perspective is emphasized that examines social, community, family, and cultural systems (including uses and abuses of technology), and points of intervention as they interface with psychological health, resiliency and wellness. Boundary, confidentiality issues, therapist use of self, and objective and subjective countertransferential issues will be examined.

### **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.

### **PSC 650L Practicum I: Professional Orientation for LPCC (LPCC Track)**

#### **1.5 units**

The Practicum I: Professional Seminar for LPCC will focus on the ethical standards and legal issues related to clinical practice. Students will become familiar with the American Counselors Association Code of Ethics and the various statutory requirements that impact clinical practice. Students will learn to recognize the ethical principles and legal issues related to the Counselor role and utilize this knowledge in

their work with clients and as a professional amongst colleagues.

### **Healthy Aging Practicum Courses**

#### **PSC 650F Practicum I: Clinical Evaluation & Crisis Intervention with Intervention**

##### **3 units**

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 650G Practicum II: Diagnosis & Treatment Planning with Older Adults & 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.

#### **PSC 650H Practicum III: Clinical Interventions with Older Adults & 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.

#### **PSC 650I Practicum IV: Integrating Clinical Skills with Older Adults & 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 Business Administration

The Master of Business Administration (MBA) is a 16-month long program that prepares business leaders to create positive change – embracing social responsibility and stewardship while addressing the challenges of our future.

AUSB's socially responsible MBA has three areas of focus:

- social business
- non-profit management
- strategic leadership

Students learn the skills to lead and manage social enterprises and non-profit organizations. They become leaders trained to meet the challenges of the future through strategic, values-based leadership methods grounded in traditional business principles, social responsibility, effective communication, and compassionate stewardship.

AUSB's 36 unit program is a hybrid design, combining face-to-face instruction with online learning, creating rich in-person and virtual learning environments. All students study the same curriculum, and have the option of enrolling in one of two program delivery methods: Track 1 or Track 2. Track 1 is very low residency; students in Track 2 meet weekly on campus at AUSB. Our unique two-Track model allows maximum flexibility for our students, providing them with the ability to complete an advanced degree despite the demands of other responsibilities.

## [Program Goals](#)

[Program Overview](#)

[Program Design](#)

[Attendance Policy](#)

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[Master of Business Administration Course Descriptions](#)

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## Program Goals

**The MBA program has the following goals:**

**1—Financial Domain:** The MBA program graduate will have developed the skills to implement integrated strategies that will strengthen the financial sustainability of enterprises in a variety of environments.

**2—Human Capital Domain:** The MBA program graduate will be proficient in the development of an organizational culture and the implementation of practices that support human capital as well as enhance the successful performance of the individual, team, unit, and organization.

**3—Systems Domain:** The MBA program graduate will be proficient in the development of analytic, strategic, and collaborative decision making in order to successfully communicate sustainability within multiple systems.

**4—Leading Change Domain:** The MBA program graduate will have developed knowledge pertaining to theories of change and leadership theories and be proficient in the ability to guide organizations towards a sustainable multiple bottom line.

**5—Integrated Application Domain:** The MBA program graduate will be proficient in synthesizing and applying knowledge, metrics, and skills to promote organizational success through the development of a comprehensive strategy and implementation plan.

**6—Specialized Skills Domain:** The graduate of the MBA program will demonstrate proficiency in evaluating, synthesizing, and applying foundational concepts in a variety of enterprises (accounting, finance, and economics). Students interested in social enterprise will demonstrate proficiencies in the unique aspect of working with volunteer Boards, fundraising, and grant preparation.

**7—Development Domain:** The graduate of the MBA program will demonstrate proficiency to advise, advocate for, and support further opportunities for growth through opportunity assessment, demand

stimulation, and marketing. This proficiency will include exploration of business opportunities, analysis of demographic and economic trends, preparation and implementation of an enterprise strategy and projecting financial needs and sources.

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## Program Overview

AUSB's MBA program challenges students to step out of their comfort zone and go even further – on both a professional and a personal level. With a focus on experience-driven learning and collaboration among colleagues, students will be part of a rewarding learning experience and emerge even stronger leaders.

Throughout all four semesters in the BUS 600 series classes, students will work on an ongoing applied Integrated Strategy Project (ISP) where, emphasizing values, ethics and responsible business practice, students develop the leadership skills to:

- Manage and motivate others in increasingly complex and changing environments
- Anticipate and assess critical operational issues and opportunities
- Access, organize, and analyze important economic and management information
- Anticipate key trends and changes in the operating environment
- Develop integrated business plans to achieve strategic goals

AUSB's MBA program curriculum includes “core” or foundational courses typically associated with an MBA and courses specific to social enterprises, non-profit organizations, and other innovative strategic leadership business contexts.

## Program Design

As stated above, AUSB is offering two delivery methods for the MBA program. Both are hybrid, combining face-to-face and online classes and course work. All MBA students are offered the option to enroll in either Track 1 or Track 2 of the MBA program. Students who anticipate leading a non-profit learn alongside tomorrow's for-profit business leaders in order to build a stronger, healthier community together.

All MBA students attend the same monthly one and one-half day-long residencies, where classes are held on campus. All students continue their course work between residencies via virtual online classrooms, supporting optimal learning throughout the MBA program. The difference between Track 1 and Track 2 is that students who register for Track 2 elect to receive more on-campus instruction time and direct peer and faculty contact, (which is available to Track 1 students online).

Students in Track 1 are invited to attend the monthly Friday evening MBA Workshops held during each of the 16 residencies, and work with their BUS 600 series faculty online between residencies. Students in Track 2 are required to register to attend the monthly Friday evening MBA Workshops held during each of the 16 residencies, and register to meet weekly with faculty in a Project Lab as part of the BUS 600 series.

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## Attendance Policy

The MBA program is a two-track hybrid design, requiring all students to attend all classes for which they have registered, both on-campus at AUSB and online using our virtual learning platform. Once a student has registered for Track 1 or Track 2, attendance at all classes, workshops, and labs which are part of that track are required. Because student attendance and participation is an essential part of the learning experience, missing a class, workshop, or lab should be expected to be reflected in the students' evaluation and grade equivalent. It is expected that each student will discuss any unavoidable absences from any portion of the MBA program with the course instructor or Program Director in advance of the absence.

In addition to this Policy, MBA Faculty may have specific attendance policy requirements for their course or courses.

## Residency Meeting Dates & Times

### TRACK 1: MBA RESIDENCY ON-CAMPUS DATES

#### Semester 1: Fall 2014

9/5/14 – 9/6/14

10/10/14 – 10/11/14

11/7/14 – 11/8/14

12/5/14 – 12/6/14

#### Semester 3: Summer 2015

5/8/15 – 5/9/15

6/5/15 – 6/6/15

7/10/15 – 7/11/15

8/7/15 – 8/8/15

#### Semester 2: Spring 2015

1/9/15 – 1/10/15

2/6/15 – 2/7/15

3/6/15 – 3/7/15

4/10/15 – 4/11/15

#### Semester 4: Fall 2015

9/11/15 – 9/12/15

10/2/15 – 10/3/15

11/6/15 – 11/7/15

12/4/15 – 12/5/15

### TRACK 1: MBA RESIDENCY ON-CAMPUS MEETING TIMES

#### Semester 1 & Semester 2

##### Friday:

2:00pm – 5:00pm      Class

5:30pm ~ 8:30pm      MBA Workshop\*\*

##### Saturday:

8:30am – 11:30am      Class

11:30am – 12:30pm      Lunch

12:30pm – 1:45pm      Class – Integrated Strategy Project

2:00pm – 5:00pm      Class

#### Semester 3 & Semester 4

##### Friday:



2:00pm – 5:00pm	Class
5:30pm ~ 8:30pm	MBA Workshop**

**Saturday:**

9:00am – 12:00pm	Class
12:00pm – 1:00pm	Lunch
1:00pm – 3:30pm	Class – Integrated Strategy Project

\*Coursework will be online between on-campus meeting dates.

\*\*Student attendance at these Workshops is recommended, but not required, for Track 1.

<b>TRACK 2: MBA RESIDENCY ON-CAMPUS DATES*</b>
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**Semester 1: Fall 2014**

9/5/14 – 9/6/14

10/10/14 – 10/11/14

11/7/14 – 11/8/14

12/5/14 – 12/6/14

Plus eleven weekly Project Labs, dates TBA\*\*

**Semester 3: Summer 2015**

5/8/15 – 5/9/15

6/5/15 – 6/6/15

7/10/15 – 7/11/15

8/7/15 – 8/8/15

Plus eleven weekly Project Labs, dates TBA\*\*

**Semester 2: Spring 2015**

1/9/15 – 1/10/15

2/6/15 – 2/7/15

3/6/15 – 3/7/15

4/10/15 – 4/11/15

Plus eleven weekly Project Labs, dates TBA\*\*

**Semester 4: Fall 2015**

9/11/15 – 9/12/15

10/2/15 – 10/3/15

11/6/15 – 11/7/15

12/4/15 – 12/5/15

Plus eleven weekly Project Labs, dates TBA\*\*

<b>TRACK 2: MBA RESIDENCY ON-CAMPUS MEETING TIMES</b>
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**Semester 1 & Semester 2**

**Friday:**

2:00pm – 5:00pm	Class
5:30pm ~ 8:30pm	MBA Workshop***

**Saturday:**

8:30am – 11:30am	Class
11:30am – 12:30pm	Lunch
12:30pm – 1:45pm	Class – Integrated Strategy Project
2:00pm – 5:00pm	Class

**Semester 3 & Semester 4****Friday:**

2:00pm – 5:00pm	Class
5:30pm ~ 8:30pm	MBA Workshop***

**Saturday:**

9:00am – 12:00pm	Class
12:00pm – 1:00pm	Lunch
1:00pm – 3:30pm	Class – Integrated Strategy Project

\*Students in Track 2 will be on campus each week for their weekend residency and their two-hour-long Project Lab. Additional coursework will be online between on-campus meeting dates.

\*\*There will be eleven weekly two-hour Project Labs on campus in between the monthly residencies for Track 2. The date and time of these Project Labs will be set at the start of each semester.

\*\*\*Student attendance at these monthly MBA Workshops is required for Track 2.

## Master of Business Administration Course Descriptions

### SEMESTER I

#### **BUS 500 Introduction to Social Business, Non-Profit Management, and Strategic Leadership (3 units)**

Social businesses and non-profit enterprises aim to provide innovative and sustainable solutions to challenging social problems. In this course, students will be introduced to the history and theory behind the growth of social and nonprofit organizations and the concomitant societal drivers of change that have led to their establishment. Students will explore various types of social endeavors from informal (e.g., micro-lending social networks) to formal (e.g., large multinational, donor organizations) and profit versus nonprofit. Through the use of case studies, students will explore the establishment, sustainability, trials, and triumphs of these organizations to gain a perspective on these ventures in today's environment.

#### **BUS 503 Finance I: Introduction to Management Accounting and Finance (3 units)**

This course will provide the basics required for an understanding of financial and accounting issues for both social ventures and nonprofits. Topics will include cash flow analysis, financial reporting, and various measurement systems for the evaluation of financial and non-financial metrics of performance.

#### **BUS 521 Legal, Regulatory and Ethical Issues (3 units)**

A solid grounding in the rules and regulations governing various types of organizational structures and the societal expectations of their governance is a requirement for complying with the standards of the 21<sup>st</sup> century. This course provides a framework for understanding the connection among ethics, law, and regulation in business environments.

#### **BUS 600A Integrative Strategy Project I (1 unit)**

The general objective of the first term of this 4-semester sequence is an introduction to the market using interviews with social entrepreneurs and/or nonprofit leaders to begin to draw baseline comparisons. Through the interview process, students will explore various types of organizations, evaluate alternatives for ideas or concepts relative to their organizational form and begin to hone their concepts for the feasibility study they will do in BUS 600B. The semester project is an interview report (using both structured and non-structured questions) to uncover the strategic goals of the organization, its origins, and path to present operations.

*\*Students in Track 2 also register for **BUS 600A-PL Integrative Strategy Project I with Project Labs (0 units)**.*

#### **BUS-WRK Workshop (0 units) - TRACK 2 ONLY**

The monthly MBA workshops help students build additional skills and a professional and social network. Through guest speakers and panelists, students will learn new skills and form life-long bonds with peers, mentors, faculty, and both the for-profit and nonprofit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and nonprofit leaders, will play an active role in these events.

## SEMESTER II

### **BUS 520 Finance II: Fundraising & Financial Management (3 units)**

This course will build on the analytical and critical thinking skills developed in Finance I. Students will develop understanding of the various forms of organizations, types of business taxes, preparing financial forecasts, and sources of internal and external financing as well as modeling techniques. This course provides an introduction to venture capital, an overview of fundraising processes and systems, and the framework through which managers can determine the efficiency and effectiveness of various tactics within an organization's private revenue stream.

*Prerequisite: BUS 503 Finance I.*

### **BUS 506 Marketing and Communication Strategy (3 units)**

This course will explore the practical and theoretical aspects of this most crucial component of an organization's design and operations. Marketing is the process by which the organization communicates the value proposition or benefits of its products and services. It is also the process through which an organization can design its product or service offerings. Particular attention will be paid to the social system and cultural dependencies of marketing strategy and the various ways in which the enterprise can connect with its stakeholders.

### **BUS 504 Entrepreneurship & Leading Change (3 units)**

At its heart, entrepreneurship is the development, aggregation and successful deployment of resources: financial, human, and intellectual. Innovation and creativity exist in every field of endeavor and within any organizational structure. Although the entrepreneurial spirit might be behind change in an organization, it also drives the successful implementation of carefully realized plans—and the knowledge of available resources. This course will provide students an opportunity to develop their entrepreneurial ability and, through self-reflection, explore who they want to be as a leader, social business and non-profit champion, entrepreneur, and agent of change.

### **BUS 600B Integrative Strategy Project II (1 unit)**

In the second semester of a 4-semester sequence, students will explore techniques used to create and evaluate new concepts and new business opportunities for both nonprofit and social ventures from the initiation of the concept to analysis of feasibility and criteria for decisions. The specific objectives for this section are the generation of concepts, evaluation of concepts for feasibility, generation of strategic alternatives, and determination of final choice. The semester deliverable is a feasibility plan.

*\*Students in Track 2 also register for **BUS 600B-PL Integrative Strategy Project I with Project Labs (0 units)**.*

### **BUS-WRK Workshop (0 units) - TRACK 2 ONLY**

The monthly MBA workshops help students build additional skills and a professional and social network. Through guest speakers and panelists, students will learn new skills and form life-long bonds with peers, mentors, faculty, and both the for-profit and nonprofit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and nonprofit leaders, will play an active role in these events.

## SEMESTER III

### **BUS 501 Leadership, Teamwork, and Diversity: Developing Human Resources in Changing Environments (3 units)**

This course will provide an overview of key principles of effective human resource practice for managers and will integrate conceptual and experiential approaches to communication, self-awareness, situational leadership, creative problem-solving, and social responsibility. It will include best practices in recruitment, hiring, evaluation, and the legal and environmental complexities of human resources management, including counseling, mentoring, and training.

### **BUS 502 Global Philanthropy and Social Responsibility (3 units)**

This course will build on the analytical and critical thinking skills developed in previous coursework and will examine the growing role of philanthropy and social investment on the global stage. The course will provide an overview of new kinds of creative capitalism. This course will also address the moral and ethical issues that arise when major private philanthropic resources are combined with market-based solutions in the attempt to resolve systemic social dilemmas.

### **BUS 600C Integrative Strategy Project III (2 units)**

The third semester of a 4-semester sequence will include the preparation of a specific strategic and action plan based on the feasibility study from BUS 600B, interviews from BUS 600A and curriculum skills from previous course activity.

*\*Students in Track 2 also register for **BUS 600C-PL Integrative Strategy Project I with Project Labs (0 units)**.*

### **BUS-WRK Workshop (0 units) - TRACK 2 ONLY**

The monthly MBA workshops help students build additional skills and a professional and social network. Through guest speakers and panelists, students will learn new skills and form life-long bonds with peers, mentors, faculty, and both the for-profit and nonprofit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and nonprofit leaders, will play an active role in these events.

## SEMESTER IV

### **BUS 505 Integrative Strategic Management (3 units)**

The essence of strategic planning is to define the business we are in, discover how to build sustainable organizations in that arena and evaluate how to manage and lead that business. This course will provide the basic framework for the completion of the strategic plan outlined in BUS 600D. Topics will include defining the business, determining the stakeholders, detailing goals, and evaluating action plans to reach those goals. Students will analyze strategic decision-making in a variety of environments and will build an outline for a strategic plan for an organization of their choice or creation.

### **BUS 522 International Trade and Economics (3 units)**

This course will investigate present models of international economics and their relationship to social

ventures, NGOs, and nonprofit organizations around the world. Students will be exposed to various models of political economy, ecological and behavioral economics, and the role of world trade and international financial organizations.

**BUS 600D Integrative Strategy Project IV (2 units)**

This fourth-semester course is the culmination of the entire course of study, employing the skills and tools provided in the prior coursework and resulting in a specific plan for action. The “final” will be a strategic plan presentation to an external group of senior advisors who are knowledgeable in the field and familiar with the process of starting or managing social or nonprofit ventures. The deliverable for this section is a presentation of the strategic plan prepared in the last section, discussion and analysis of the plan and revisions to accommodate instructor, peer, and external reviewer comments. The goal is a course project that has real-world, real-time applicability.

*\*Students in Track 2 also register for **BUS 600C-PL Integrative Strategy Project I with Project Labs (0 units)**.*

**BUS-WRK Workshop (0 units) - TRACK 2 ONLY**

The monthly MBA workshops help students build additional skills and a professional and social network. Through guest speakers and panelists, students will learn new skills and form life-long bonds with peers, mentors, faculty, and both the for-profit and nonprofit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and nonprofit leaders, will play an active role in these events.



# Education

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.

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

## [Programs of Study](#)

[Master of Education and Multiple Subject Teaching Credential \(MEd/TC\)](#)

## [Field Experience](#)

[Master of Education and Multiple Subject Teaching Credential \(MEd/TC\) Curriculum](#)

[Master of Arts in Education with Dual Credential \(MAE/TC\)](#)

## [Field Experience](#)

[Master of Arts in Education with Dual Credential \(MAE/TC\) Curriculum](#)

[Preliminary Education Specialist for Mild & Moderate Disabilities Credential](#)

[Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum](#)

[Clear Credential Certificate Program](#)

[Clear Credential Certificate Program Curriculum](#)

[Master of Arts in Education with Concentration in Social Justice & Educational Leadership \(MAE\)](#)

[Master of Arts in Education with Concentration in Social Justice & Educational Leadership \(MAE\)  
Curriculum](#)

[Education Course Descriptions](#)

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## Programs of Study

- Master of Education and Multiple Subject Teaching Credential (MEd/TC)
- Masters of Arts in Education with Dual Credential (MAE/TC)
- Preliminary Education Specialist for Mild Moderate Disabilities Credential
- Clear Credential Certificate Program
- Masters of Arts in Education with concentration in Social Justice and Educational Leadership (MAE)

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 Preliminary 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.

Education has an immeasurable purpose: to inspire active participation in the continual reconstruction of a democratic society to advocate for social justice and a sustainable future.

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## **Master of Education and Multiple Subject Teaching Credential (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:

- Offers an exciting alternative to traditional programs by emphasizing a full year of actual classroom experience along with comprehensive coursework.
- Provides students with the knowledge and pedagogical skills in a coherent approach to theory and practice to address the Common Core State Standards.
- Uses ethnographic research to deepen knowledge about teaching and learning.
- Develops an area of expertise and confidence to provide leadership within the school community.
- Prepares 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.
- Teaches credential candidates to create classrooms and school communities where all members develop as whole human beings.
- Provides constructivist theories, progressive teaching methods and experience appropriate for effective work in low-performing schools where inequities are most prominent.

The Master of Education & Teacher Credentialing Program (MEd/TC) is a five-quarter cohort model. It begins in summer of the first year and ends in the summer of the following year, with four full-time quarters, summer through spring, followed by a fifth, half-time, low residency quarter. The first four quarters include a full school year of fieldwork concurrent with carefully sequenced coursework. Candidates who have completed all course and field work and successfully met all additional requirements are recommended for the California State Preliminary Multiple Subject Teaching Credential at the end of the fourth quarter. The low residency quarter allows candidates to search for teaching position outside of the local area, and complete their MEds.

## Field Experience

The carefully sequenced Field Practicum/Student Teaching Curriculum provides a structure for candidates to not only put into practice what they learn in coursework, 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 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 culturally 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 sequence during their first quarter of enrollment. Assignments are developmentally sequenced, to gradually prepare for full-time teaching responsibilities. All university supervision of field work and student teaching is conducted by faculty who are thoroughly familiar with the mission and learning objectives of the entire program and who are current in their knowledge of the Common Core State Standards.

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## Master of Education and Multiple Subject Teaching Credential (MEd/TC) Curriculum

### Quarter 1 (Summer)

Total: 21 units (15 MA units)

#### **Prerequisites to the program:**

HDV 455 Child Development & Learning (3 units)

HDV 458A Language Development & Acquisition (3 units)

#### **Core courses:**

TEP 505 Reading Instruction in the Elementary School Classroom (3 units)

TEP 536 Foundations of Social Justice Education (4 units)

TEP 536A Foundations of Social Justice Education Lab (1 unit)

TEP 537 Mediation & Conflict Resolution in Schools (3 units)

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

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

TEP 635 Research Ethics for Human Subjects (1 unit)

### Quarter 2 (Fall)

Total: 22 units

TEP 507 Real World Mathematics (3 units)

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

TEP 533 Field Practicum (10 units)

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

TEP 614A Inquiry Project Planning (3 units)

### Quarter 3 (Winter)

Total: 23 units

TEP 504 Social Science & Children's Experience (3 units)

TEP 511 Language Arts Curricula: Theory & Methods (3 units)

TEP 512A Student Teaching with Professional Seminar I (12 units)

TEP 513 The Arts in Culture & Learning (3 units)

TEP 616A Inquiry Project Data Collection & Beginning Analysis (2 units)

### Quarter 4 (Spring)

Total: 21 units

TEP 510 Science: Discovery Teaching, Action Learning (3 units)

TEP 515A Student Teaching & Professional Seminar II (12 units)

TEP 602A Advocacy & Activity for Healthy Children (3 units)

TEP 619A Inquiry Project Data Collection & Analysis (3 units)

**-MULTIPLE SUBJECT TEACHING CREDENTIAL CURRICULUM COMPLETED- \***

### Quarter 5 (Summer)

Total: 9 units

TEP 621B Portfolio Development (6 units)

TEP 631 Resilience & the School Community (3 units)

**-MASTER OF EDUCATION DEGREE COMPLETED-**

#### **\* Additional Requirements for the Multiple Subject Credential**

- Passage of the CBEST and CSET
- Successful completion of all courses in the required sequence of instruction
- Passage of the RICA (Reading Instruction Competence Assessment)
- 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
- Completion of Adult, Infant, and Child CPR

Teachers holding either a Single Subject 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.

## Master of Arts in Education with Dual Credential (MAE/TC)

Graduate students interested in the Multiple Subject Credential and the Education Specialist for Mild/Moderate Disabilities Credential 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 Master of Arts in Education. This two year degree option is also for those Multiple Subject candidates who want to use research methods other than ethnography to explore their topic of choice.

Candidates who are interested in the dual credential pathway 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 dual credential 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.

The Master of Arts in Education with dual credential (MAE/TC) prepares 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. The program:

- Encourages the development of candidates' professional identities as educators through the study of philosophy, ethnography, learning theory, pedagogy, and school organization.
- Engages candidates in reflection about a teacher's important roles as child advocate, school reformer, social change agent, and environmental advocate.
- Produces elementary school teachers with demonstrated expertise in reading instruction, using research-based reading theory and validated methodology, practiced in supervised settings.
- Prepares candidates to teach the Common Core State Standards.
- Produces teachers skilled in social-emotional development and citizenship.
- Candidates learn contemporary models of the caring learning community, and gain expertise in the development 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.
- Produces information-literate teachers. Candidates demonstrate competency in contemporary technologies to access and manage information as part of their learning. They also demonstrate effective technology use in the classroom, including multimedia presentations, Internet use, assistive technologies and online communication.
- Familiarizes candidates with environmental interdependence. Candidates study the impact of human activity on the natural world and become familiar with the need (both pragmatic and philosophical) to teach respect and stewardship of the environment. Candidates experience "place based education" strategies and learn to teach respect for the ecological systems humankind depends upon for its continued survival.
- Provides 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.

- Provides a social and professional support system for teachers' lifelong learning.
- Prepares elementary school teachers who empower their students through literacy, are knowledgeable about building character and citizenship skills, and are prepared to engage in school reform.

Dual credential candidates take courses with the candidates earning the MEd/TC. This ensures that both Multiple Subject credential candidates and dual credential candidates have practice collaborating with general education teachers.

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## Field Experience

The Field Practicum/Student Teaching curriculum sequence provides opportunities for candidates to not only put into practice what they learn during coursework, but 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 sequence is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC, the professional development needs of candidates, and the needs of the communities that they 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 cultural 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 assignments are developmentally sequenced, increasingly preparing them for two weeks of full-time teaching responsibilities in the fourth quarter. All supervision of student teaching is conducted by faculty who are thoroughly familiar with the mission and learning objectives of the program. University Field Supervisors also lead the required concurrent professional small group seminars on campus.

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## Master of Arts in Education with Dual Credentials (MAE/TC) Curriculum

### Quarter 1 (Summer)

Total: 22 units (16 MA units)

#### **Prerequisites to the program:**

HDV 455 Child Development & Learning (3 units)

HDV 458A Language Development & Acquisition (3 units)

#### **Core courses:**

TEP 505 Reading Instruction in the Elementary School Classroom (3 units)

TEP 536 Foundations of Social Justice Education (4 units)

TEP 536A Foundations of Social Justice Education Lab (1 unit)

TEP 537 Mediation & Conflict Resolution in Schools (3 units)

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

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

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

### Quarter 2 (Fall)

Total: 22 units

TEP 507 Real World Mathematics (3 units)

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

TEP 533 Field Practicum (10 units)

TESE 519B Assistive Technology Applications (1 unit)

TESE 536B Exploratory Practicum in Special Education II (1 unit)

TESE 538 Comprehensive Behavior Assessment & Positive Behavior Support (3 units)

TESE 541 Introduction to Autism Spectrum Disorder (1 unit)

### Quarter 3 (Winter)

Total: 19 units

TESE 509 Assessment in Special Education (3 units)

TESE 512A Student Teaching Mild/Moderate with Professional Seminar I (12 units)

TESE 516 Understanding & Teaching Students with Mild and Moderate Disabilities I (4 units)

### Quarter 4 (Spring)

Total: 23 units

TEP 602A Advocacy & Activity for Healthy Children (3 units)  
TESE 515A Student Teaching Mild/Moderate with Professional Seminar II (12 units)  
TESE 517 Understanding & Teaching Students with Mild and Moderate Disabilities II (4 units)  
TESE 518 Family Dynamics & Communication for Special Education Services (3 units)  
TESE 541A Introduction to Autism Spectrum Disorder (1 unit)

*-Preliminary Multiple Subject & Education Specialist for Mild/Moderate Disabilities Credentials  
Completed-\**

### Quarter 5 (Fall II)

Total: 7 units

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

### Quarter 6 (Winter II)

Total: 7 units

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

### Quarter 7 (Spring II)

Total: 6 units

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

### Quarter 8 (Summer II)

Total: 6 units

TEP 621A Thesis Study (6 units)

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

**\*Additional Requirements for the Multiple Subject & Education Specialist Preliminary Credentials  
(Dual Credential Program)**

- Passage of the CBEST and CSET
  - Successful completion of all courses in the required sequence of instruction
  - Passage of the RICA (Reading Instruction Competence Assessment)
  - Successful completion of student teaching
  - Completion and documentation of the U.S. Constitution requirement
  - Completion of Adult, Infant, and Child CPR
  - Recommendation by the Program Chair on completion of the course of study
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## **Preliminary Education Specialist for Mild & Moderate Disabilities Credential**

Antioch University Santa Barbara's unique curriculum design in special education allows candidates to earn the Preliminary Education Specialist Mild/Moderate Disabilities credential in less than one year. Special Education Credential candidates learn collaboration skills for inclusive environments. Teachers who already possess a multiple or single subject credential are able to take this special education track. Candidates experience:

- Two quarters of field based experience in a special education setting.
- Knowledge and skills necessary to work with second language learners' English Language Development.

## Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum

### Quarter 1 (Fall)

Total: 8 units

TESE 519B Assistive Technology (1 unit)  
TESE 536A Exploratory Practicum in Special Education I (1 unit)  
TESE 536B Exploratory Practicum in Special Education II (1 unit)  
TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support (3 units)  
TESE 541 Intro to Autism Spectrum Disorder (1 units)  
TESE 601C Individualized Education Design and Policy Implementation (2 units)

### Quarter 2 (Winter)

Total: 10 units

TESE 509 Assessment in Special Education (3 units)  
TESE 512B Student Teaching Mild/Moderate with Professional Seminar I (3 units)  
TESE 516 Understanding and Teaching Students with Mild and Moderate Disabilities I (4 units)

### Quarter 3 (Spring)

Total: 11 units

TESE 515B Student Teaching Mild/Moderate with Professional Seminar II (3 units)  
TESE 517 Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)  
TESE 518 Family Dynamics and Communication for Special Education Services (3 units)  
TESE 541A Intro to Autism Spectrum Disorder II (1 units)

**Total units: 29**

\*Candidates who have a single Subject credential must take the Reading Instruction course and PASS RICA in order to be eligible for the Education Specialist Credential

*-Preliminary Education Specialist M/M COMPLETED-*

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.

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## Clear Credential Certificate Program

### Requirements

California Professional Clear Credential  
(9 units)

*\*Prerequisite: The Antioch Clear Credential program requires a Preliminary Multiple Subject or Secondary Credential & signed CL-855 submitted to credential analyst.*

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 universal access and equity, teaching English learners and special populations, and content-specific pedagogy.

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

- Preliminary Credential
- Successful completion of AUSB's Approved Induction Program and Individual Inquiry Plan

## Clear Credential Certificate Program Curriculum

### Quarter 1 (Fall)

Total: 2 units

TEP 617AA Access & Equity for Special Populations (1 unit)

TEP 622A Professional Inquiry & Collegial Observation (1 unit)

### Quarter 2 (Winter)

Total: 3 units

TEP 617D Differentiated Instruction for Universal Access (2 units)

TEP 622B Professional Inquiry & Collegial Observation (1 unit)

### Quarter 3 (Spring)

Total: 4 units

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

TEP 622C Professional Inquiry & Collegial Observation (1 unit)

TEP 631A Resilience Education (1 unit)

OR

TEP 631 Resilience & the School Community\* (3 units)

\*MAE students adding a Clear Credential will take TEP 631 instead of 631A.

**-CLEAR CREDENTIAL CERTIFICATE COMPLETED-**



## **Master of Arts in Education with Concentration in Social Justice & Educational Leadership (MAE)**

The Master of Arts degree is available for educators in Higher Learning settings, for organizational leaders, educators in community and non-profit organizations and others returning to complete their Master's level degree.

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

The program provides 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 organizational practices;
- Be prepared to be advocates to right injustices in society;
- Learn an array of theories and skills to create organizations that nurture mutual respect and care;
- Identify and participate in self-directed learning as a professional;
- Be able to perform historical, sociological, and political analyses of organizational cultures; and,
- Design and complete an in-depth thesis/project in their chosen area.

### **Requirements**

- Completion of residency requirement or equivalent.
- Successful completion of core MA curriculum and accompanying units.
- Successful completion of Master's thesis/project.

### **Unit Requirement**

- 45 quarter units.
- All students complete all core courses, which consist of 33 units.
- The remaining 12 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.

\*Concentrations in Environmental Education and Social Justice may be available.

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

### **Program Design**

The program provides a reflective education to develop leadership skills. Leadership requires both the

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

**Curriculum Design**

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

In each of the five quarters, students enroll in one research course. These courses begin with an overview of research practices and build throughout the program as students engage in their own research. In each of the first three quarters, students also enroll in required leadership courses focusing on organizational change reform from historical, social, political and current perspectives. These core courses are designed to give all students a solid background and working knowledge of systems theory, organizational change, perspectives on social change, and leadership in educational and organizational reform. During the last two quarters, students elect other courses that meet their professional and academic needs. Throughout the program, as part of the thesis project, students participate in research 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 12 units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules.

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

**Thesis Requirement**

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

## **Master of Arts in Education with Concentration in Social Justice & Educational Leadership (MAE) Curriculum**

### **Quarter 1 (Fall)**

Total: 11-15 units

TEP 613A Sociological & Curricular Perspectives in Schools as Organizations (4 units)

TEP 614 Foundations of Educational Research (3 units)

TEP 630 Social Justice & Educational Reform (3 units)

TEP 635 Research Ethics for Human Subjects (1 unit)

Electives (0-4 units)

### **Quarter 2 (Winter)**

Total: 7-9 units

TEP 616 Critical Evaluation of Educational Research (3 units)

TEP 618 Leadership in Educational Reform (4 units)

Electives (0-2 units)

### **Quarter 3 (Spring)**

Total: 6-12 units

TEP 619 Producing & Disseminating Educational Research (3 units)

TEP 631 Resilience & the School Community (3 units)

Electives (0-6 units)

### **Quarter 4 (Summer)**

Total: 6-12 units

TEP 632 Practicum in Educational Inquiry (3 units)

Electives (3-9 units)

### **Quarter 5 (Fall II)**

Total: 6-12 units

TEP 621A Thesis Study (6 units)

Electives (0-6 units)

**Total units: 45**

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

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## Education Course Descriptions

### **HDV 455 Child Development & Learning**

#### **3 units**

This advanced child development class integrates current child development theory and research with elementary and middle school teaching practice emphasizing the cognitive, social, moral, and emotional domains. Students learn to read and interpret professional journal articles in order to explore the influence of culture on child development and child rearing practices. Candidates review contrasting claims concerning what, how, and why children learn. They collect and interpret developmental data through formal observations of and interviews with children, making connections between the implications of developmental research on methods of teaching. Candidates also discuss other forms of interactions with children and their rights.

### **HDV 458A Language Development & Acquisition**

#### **3 units**

Credential candidates will develop knowledge of foundational theories, skills, and instructional practices necessary to make informed decisions regarding instruction, engagement and assessment that will ensure English language proficiency and academic progress for all students, especially English learners. Affective factors influencing students' cognitive, social, and linguistic development will be addressed. Credential candidates will also be introduced to relevant federal and state laws, policies, and legal requirements governing the education and assessment of students who are designated as English language learners.

### **TEP 504 Social Science & 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. Candidates will demonstrate their ability to teach 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.

### **TEP 505 Reading Instruction in the Elementary School Classroom**

#### **3 units**

In this course, candidates gain the knowledge and skills to provide balanced and comprehensive reading instruction for all students in self-contained, integrated and inclusive classrooms (K-8). Candidates learn to address the needs of emergent, beginning and fluent readers using developmentally appropriate strategies. 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 reference social, cultural, economic and political factors affecting literacy

development, for English learners as well as for students who are already fluent in the English language.

### **TEP 507 Real World Mathematics**

#### **3 units**

Real World Mathematics uses an interdisciplinary, culturally responsive approach to teaching mathematics that enables candidates to engage and teach the Common Core State Standards in a real world context to ALL students K-8. Candidates examine current research on teaching and learning mathematics and compare District-approved curriculum and National Common Core to develop a critical approach to teaching elementary school mathematics. This course provides opportunities for candidates to learn how children construct mathematical understanding, use basic arithmetic computation, concepts and symbols to solve common problems and apply them to novel problems. Candidates engage in critical dialogue to determine what teachers can do to create challenging and secure learning environments for their students to take intellectual risks and approach problems in meaningful ways. Special attention will be paid to issues of equity, and how the development of language, literacy and mathematical understanding can be integrated in the math classroom.

### **TEP 510 Science: Discovery Teaching, Action Learning**

#### **3 units**

This course will focus on the standards, methods, and materials for 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 & 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**

#### **4-12 units**

The professional seminar is part of ongoing 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 candidates' questions in a supportive, problem-solving context.

*(Lab fee required for Education PACT Scoring)*

### **TEP 513 The Arts in Culture & 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.

### **TEP 515A Student Teaching with Professional Seminar II**

#### **5-12 units**

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree programs. Candidates continue to engage in on-site full day student teaching Monday through Thursday under the supervision of a Cooperating Teacher and University Supervisor. The weekly whole and small group seminars are used to integrate each week's teaching experience with theory and methods studied in the program, to analyze and discuss procedures implemented and the results of implementation in the student teaching placements to generate a personal theory of practice, and to examine issues that arise in the placement. Candidates also participate as "critical friends" in the development of professional portfolios. Completion of student teaching consists of progressing appropriately in the eight Domains of Practice as observed by the university supervisor and cooperating teacher (3-way form), completing at least two weeks of taking over full classroom responsibilities and presenting a professional portfolio documenting growth over time. *(Expectations for student teaching are more fully explained in the Field Experience and Portfolio Guidelines Handbooks.)* *(Lab fee required for Teacher Performance Assessment: PACT)*

### **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 advance 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****3-10 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 Education Field Practicum, student teaching)*

**TEP 536 Foundations of Social Justice Education****4 units**

This course provides an orientation to the philosophies of teaching and learning that guide the MEd/TC Program. A primary objective is to facilitate candidates' beginning constructions of their professional identities as teachers in diverse classrooms. Candidates study foundations of philosophy, history, politics, pedagogy, sociology and purposes of public education in the US. Candidates review the demographics of student populations and how they are related to racism, classism, and other forms of bias and their opportunities. Candidates become familiar with the Common Core Standards in the context of Educational Reform. While developing their own philosophy of education, candidates learn how to establish a caring learning community based on the principles of equal inherent worth, and mutual respect. Candidates practice advocacy for 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 to use ethnographic methods to understand classroom cultures.

**TEP 537 Mediation and Conflict Resolution in Schools****3 units**

In this theory and experiential course, students learn and practice basic counseling and collaborative conflict resolution skills. Candidates learn strategies for communicating with individuals and groups, particularly with people who differ from themselves in terms of culture, ethnicity, language, gender, gender identity, sexual preference and social class. Candidates explore different ways of utilizing these skills and implementing these concepts in a multicultural school and classroom setting. Candidates



develop sensitivity to students' unique needs and issues. Candidates learn and practice developmentally appropriate skills for grades K through 8. Candidates will also reflect on their experience as a member of a cohort, and begin to use the concepts, skills and theories presented in the course to maximize the group's productivity.

### **TEP 538 Classroom Organization: Theory & 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 & 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 & Curricular Perspectives in Schools as Organizations**

#### **4 units**

This course explores schools as organizational systems from research literature. Students develop

familiarity for how systems operate and perpetuate themselves. Attention will be given to the structural, political, historical, ecological and cultural context of schools. These dimensions of schools will be identified and critically analyzed. Students also embark on the comprehensive study (historical, social, political, economic and cultural aspects) of curriculum reform in the US and CA, in particular. They examine the effects of legislation and other political influences on curriculum and school systems. Particular emphasis is placed on the roles informal leadership can take in educational and other organizations. Students' basic assumptions about schools are deconstructed.

### **TEP 614 Foundations of Educational Research**

#### **3 units**

This course is designed to introduce students to the issues central to educational and social research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course includes discussion of various research designs, especially action research and ethnography, and key elements of critical evaluation. In addition, students learn to search and locate sources and support for current policies and practices related to their professional interests.

Foundations of Educational Research begins with students' questions concerning the policies, issues and conditions of contemporary organizations. The knowledge, perspectives, and practice they need to become critical consumers of theory and research are provided. Students are presented with a systematic study of current research and research methods for conducting educational and organizational research. The objectives in this course focus on the knowledge base, research techniques, and applications of appropriate forms of research that can be applied to improve one's own professional practice. Additionally, students will establish the research topic that will become the subject of their theses or projects.

### **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 participants 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 the 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 Educational 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 & Beginning 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’s 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 Access****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 online 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 & 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, online, 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 & 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****3/6 units**

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. They will critique each other's 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 if they haven't already participated in the public conversations in a previous quarter.

*Prerequisite(s): TEP 614, 616 and 619 and approval of faculty advisor.*

**TEP 621B 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 online 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 & 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 & 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 master's degree as experienced teachers. Antioch's social justice mission and its impact in the educational program are shared in this course.

*Prerequisite(s): Admission into the Master of Arts in Education Program in Social Justice and Educational Leadership.*

### **TEP 631 Resilience & the School Community**

#### **3 units**

This course will focus on supporting personal resilience and building community to enhance the development of positive health and academic behaviors. Resilience and community building strategies will be taught and practiced. Students will participate in personal reflection and curriculum development for the purpose of learning to strengthen their own and their 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 students' 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 analyze data or implement the projects they designed in TEP 619. Students continue to engage in research, comparing their findings with significant literature. 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 write and analyze their data for their thesis or project.

*Prerequisite(s): TEP 614, 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. Course can be repeated three times.

### **TEP 635 Research Ethics for Human Subjects**

#### **1 unit**

This course, which is completed online, provides students with the ethical and legal information they need in order to conduct research with human subjects. All students conducting research involving human participants must complete the ethics modules through the Collaborative Institutional Training Initiative (CITI) Program and have a current research ethics certificate on file. These modules address the ethical considerations pertinent to research with human subjects in the behavioral and social sciences. These include Research with Protected Populations, Ethical Principles, Belmont Report, History and Ethical Principles, Avoiding Group Harms, Defining Research with Human Subjects, Assessing Risk, Informed Consent, Privacy and Confidentiality, and Conflicts of Interest. Each student establishes contact with the CITI Program and completes the ethics modules by the end of the Winter Quarter, but 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 in the Fall Quarter.

### **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 Special Education Seminar I**

#### **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 Special Education Seminar II**

#### **3 units**

*(for candidates who already possess a basic teaching credential)*

This course is part of ongoing professional development within the Antioch University Teacher Education and Master's degree program. Candidates continue to engage in on-site daily student teaching in a setting with students with mild/moderate disabilities under the supervision of a Cooperating Teacher

and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements. Culturally responsive instruction and teaching with mutual respect and care are reviewed with peers and instructor in a supportive, problem-solving context. *Prerequisite(s): Successful completion of Student Teaching in previous quarter (TESE 512A) or at the discretion of the Chair.*

**TESE 516 Understanding & Teaching Students with Mild & 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 & Teaching of Students with Mild & 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 & 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 will explore the use of assistive technologies in schools, including their access, use and control in a democratic society; their use for development of problem solving, critical thinking, and creativity; and their integration into the school curriculum for students with mild to moderate disabilities.

Special educator course participants will specifically learn to use technology to facilitate the teaching and



learning process for students with disabilities. They will learn about the terms, trends, history and current information based on applications of technology and assistive and adaptive devices for working with students in an educational setting. Emphasis will be placed on course participants learning the various low tech and high tech technology tools that are available to assist students with mild to moderate disabilities in an educational setting. Readings, lectures, and assignments will present definitions and instructionally relevant characteristics of students with mild to moderate disabilities. The course will also emphasize principles of effective methods for utilizing technology to effectively adapt instruction, curriculum, and assessments to meet the unique educational needs of students.

**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, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in school and other community service settings, observing professionals in a variety of roles.

**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 & Positive Behavior Support****3 units**

In this course, candidates study the research and practices of social and academic Positive Behavior Support with exceptional pupils in special education and inclusive settings. They learn theoretical and applied perspectives on behavior support; how to conduct comprehensive ecological and behavioral assessments, consistent with Positive Behavior Support; and how to derive multi-element Positive Behavior Support plans from such assessments. This course also covers ethical standards and professional conduct related to behavior support practices for individuals with disabilities. In addition, legal requirements, practices and procedures relating to Title 5, California Code of Regulations “Behavioral Interventions for Special Education Students,” and those pertaining to Federal law (IDEIA ‘04) will be infused throughout this course, and students will have a working knowledge of the requirements of State and Federal laws.

Classroom behavior support theory and practice, as well as the design and delivery of Positive Behavior Support (PBS) programs, will be presented in the context of a culturally and ethnically diverse society. In addition, actively soliciting, welcoming and valuing family expertise is considered integral to this course—for the Functional Behavioral Assessment and for the design and implementation of PBS.

**TESE 541 Introduction to Autism Spectrum Disorder****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 541A Autism Spectrum Disorders****1 unit**

This 1-unit course provides a series of culminating activities in reference to Autism Spectrum Disorders (ASD). As the final course of two 1-unit courses in ASD, this course is intended to integrate ASD competency development with the applied skills acquired throughout the Special Education Mild/Moderate Credential Program. While both courses are aligned with the three California ASD Standards—"Characteristics of Students with Autism Spectrum Disorders; Teaching, Learning and Behavior Strategies for Students with ASD and Collaborating with Other Service Providers and Families"—the course content will emphasize the second Standard (i.e., "Teaching, Learning and Behavior Strategies"). Students will complete a core text on ASD and, in class teams, will respond to a series of vignettes of various learners with ASD. Specifically, they will design Scientifically Based Practices (SBPs) drawn from the combined literature of ASD, Learning Disabilities, Intellectual Disabilities, Emotional Disturbance and related Mild/Moderate Disabilities.

**TESE 601C Individualized Education Design & 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 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.

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# Doctorate in Clinical Psychology

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## **PsyD Program Goals**

The Doctoral Program in Clinical Psychology (PsyD) 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 (NCSPP). 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 on developing critical thinking skills
-

## 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.

Our practitioner-scholar model program is also designed in accordance with the core competencies of the National Council of Schools and Programs of Professional Psychology.

Information for graduates and costs of attending the program is available on our website in the PsyD program section under Student Admissions, Outcomes, 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 72 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 605) 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**

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 initiated in Year 3 and completed during Year 4 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. Beginning in Year 3, 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 1,000 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. A passing evaluation is one of the requirements that must be met before applying for internship.

### **Comprehensive Examination**

Students are required to complete a comprehensive examination at the end of 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 be eligible to apply for internship. Students failing any portion of the comprehensive exams are given. If the student receives a no pass on any section, 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 may result in dismissal from the program.

### **Internship**

Students are required to complete a predoctoral internship following the completion of all curricular and practicum requirements (as a doctoral candidate). For information about internship sites specific to the state of California for which our incoming students are eligible, please see the California Psychology Internship Council website: <http://www.capic.net>. The AUSB 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 students/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 students/trainees who complete the program are competent to manage future relationships (e.g., client, colleague, 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, or 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 students/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 Provost & VPAA 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 Provost & VPAA 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 Provost & VPAA 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, Chair, or Provost & VPAA's discretion, when in the Advisor, Chair, or Provost & VPAA'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.

### **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 1,000 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 3,000 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 Relationships Policy of Antioch University Santa Barbara can be found in the AU Policies, Regulations & Procedures 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 University 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 PSC 741 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.

**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 take an incomplete. To do so, the student must fill out the Request for 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 the agreement to the terms. The completed and signed form must be turned in to the PsyD program no later than Friday of Week 11.

**Request for Letter Grade Equivalencies**

Students must complete the Letter Grade Equivalent (LGE) Request during the first three weeks of class if they wish to view LGEs on their Evaluator Learning Assessment (ELA).

**Clinical Suitability**

Students are assessed in all classes for clinical suitability including interpersonal and professional competence, self-awareness and self-evaluation, openness to feedback, and emotional stability and well-being. It is the ethical responsibility of the instructor to discuss any concerns about a student's fitness for practice with the program chair and/or program faculty.

## Doctoral Program in Clinical Psychology Course Descriptions

### YEAR 1 COURSES

#### 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-V).

##### **PSC 607A Family Systems I**

###### **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 620D Professional Seminar IA: 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 620E Professional Seminar IB: Foundations of Clinical Practice**

#### **3 units**

In this preparatory class for supervised experience, 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. Through their participation, students demonstrate their readiness to engage with clients in agency settings. Ethical and legal issues are reviewed.

### **PSC 621 Group Psychotherapy**

#### **3 units**

Students are introduced to the concepts and theories of group process, group membership and behavior. All students participate in the classroom group process under the leadership of the instructor, where opportunity is provided for learning group facilitation skills.

### **WRK 603 Introduction to Legal & 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 622A Professional Seminar II: Case Conceptualization & Treatment Planning**

**3 units**

In this 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 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**

**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.

\*A total of 150 hours of supervised experience is acquired during the spring and summer quarters.

## **YEAR 2-5 COURSES**

### **Foundational Courses in Psychology**

#### **PSC 701 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 & 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 & 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**

This 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**

This 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 are studied. Cultural issues in testing are considered.

**PSC 720L Cognitive Assessment Lab**

**1 unit**

This course is 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 MMPI, and symptom inventories. Administration, scoring, interpretation, and report writing are emphasized.

**PSC 721L Psychodiagnostic Assessment Lab**

**1 unit**

This course is 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**

This course is 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**

This course is 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 710A Family Systems II**

#### **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 711A Advanced Family Therapy**

#### **3 units**

This course reviews current theories and methods of family intervention. The application of family systems models includes transgenerational approaches, systems structural models, experiential approaches, and family behavioral and cognitive-behavioral approaches, and 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 & 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 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 740 Integrating Science & 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, students 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 & 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 744B Professional Seminar IV**

#### **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 like psychodrama). Students enroll for a minimum of two of these electives.

### **PSC 750A Professional Seminar III: 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.

### **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 & 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 & Family Law**

#### **3 units**

This course considers the role of the psychologist in applying a family systems perspective to assessment and intervention with individuals and families who interact with the legal system. Family forensics involves such areas as child custody, family violence, alternative families, elder law, and family 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 & 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 & 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 & 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 pre-doctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Director of Clinical Training. Internship training sites are usually

accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is an integral part of doctoral degree requirements and must be completed regardless of whether the student intends to obtain a license as a psychologist and independent of any previous clinical licenses obtained (e.g., MFT, LSCW, etc.).

*Prerequisites:* Completion of all Antioch University Santa Barbara PsyD courses, completion of a minimum of 1,000 hours of practicum at external sites, and successful completion of a Professional Competency Evaluation and dissertation proposal demonstrating students' skill and knowledge in the field of psychology. Students must also be successfully completing a Comprehensive Examination at the end of Year 3 of the program.

*Note:* Students will advance to candidacy once they have successfully completed all required coursework, including the PCE and COMPS, dissertation proposal and have begun their internship.

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# Antioch Community

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[Antioch University Campus Presidents](#)

## Antioch University Santa Barbara Core Faculty

**Marianne D’Emidio-Caston, PhD**

Education, University of California Santa Barbara; MA in Educational Leadership and Administration, University of California Santa Barbara; BA in Liberal Studies, Antioch University Santa Barbara

**Christine Forte, MLS**

University of Illinois; BA in German, University of Illinois

**Steve Kadin, PhD**

Clinical Psychology, California Graduate School of Family Psychology; BS in Psychology, University of California Irvine

**Mariela Marin, MA**

BA in Psychology and Spanish, University of Notre Dame; MA in Clinical Psychology, Antioch University Santa Barbara

**Dawn Murray, PhD**

Ocean Science, University California Santa Cruz; MS in Marine Science, University California Santa Cruz; BA Biology

**Sharleen O’Brien, PsyD**

Clinical Psychology, California Institute of Integral Studies; MA, California Institute of Integral Studies; BA Psychology, Sonoma State University

**Juliet Rohde-Brown, PhD**

Clinical Psychology, Fielding Graduate University; MA in Counseling Psychology, Pepperdine University; BA in Psychology, Antioch University Los Angeles

**Lillian Seldeen, MA**

Psychology, Antioch University Santa Barbara; MBA, Pepperdine University; BA Liberal Arts, Antioch University Santa Barbara

**Guy Smith, MA**

English, San Diego State University; BA in English, San Diego State University

**Elizabeth Wolfson, PhD, LCSW**

Clinical Social Work, New York University School of Social Work; BA in English Literature, St. John’s University

## **Antioch University Santa Barbara Administration & Staff**

### **President's Office**

**Nancy Leffert, PhD**

President

**Kimberly Downs**

Executive Assistant to the President

**Judy Bruton, MSW, JD**

Special Assistant to the President

**Lindsay Crissman**

Administrative Assistant

### **Provost's Office**

**Barbara Lipinski, PhD, JD**

Provost & Vice President of Academic Affairs

### **Academic Chairs**

**Ronald Pilato, PhD**

Chair, PsyD Clinical Psychology

**Marianne D'Emidio-Caston, PhD**

Acting Chair, Education Department

**Guy Smith, MA**

Chair, BA Liberal Studies

**Elizabeth Wolfson, PhD**

Chair, Master of Arts in Clinical Psychology

### **Academic Program Support**

**Susan Gentile**

BA Program Coordinator

**Stephanie Holland, MA**

PsyD Clinical Psychology Program Coordinator

**Kelly Peña**

Education Program Coordinator

**Alisha Phillips**

MA Clinical Psychology Program Coordinator

**Admissions & Financial Aid Office**

**Sharisse Estomo**

Director of Admission

**Laura Ericson**

Assistant Director of Admission

**Molika Oum**

Admission Advisor

**Zac Zepponi**

Admission Advisor

**James Henderson**

Assistant Director of Student Services

**Library**

**Christine Forte, MLS**

Library Director

**Writing Center**

**Zack DePiero, MEd**

Writing Center Director

**Fiscal Office**

**Paul Luciano**

Campus Finance Director

**Facilities & Human Resources**

**Nanci Braunschweiger**

Director of Human Resources & Facilities

**Lauren Berndt**

HR & Facilities Assistant

**Institutional Research**

**Catherine Radecki-Bush, PhD**

Research Associate

**Registrar's Office**

**Julia Dubiel**

Registrar / Director of Student Services

**Alisha Holley**

Assistant Registrar

**Samantha Valdés**

Student Services Associate

**Disabled Student Services**

**Donna Mathes**

Student Services Coordinator

**Computing and Technology**

**Alexis Burdick**

Functional Analyst

**Bryon Dean**

Network Administrator

**Katie Golus**

Instructional Designer

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## Antioch University Campuses

### [Antioch University Los Angeles](#)

400 Corporate Pointe  
Culver City, CA 90230  
(310) 578-1080

### [Antioch University Midwest](#)

900 Dayton Street  
Yellow Springs, OH 45387  
(937) 769-1800

### [Antioch New England](#)

40 Avon Street  
Keene, NH 03431-3516  
(800) 553-8920

### [Antioch University Santa Barbara](#)

602 Anacapa Street  
Santa Barbara, CA 93101  
(805) 962-8179

### [Antioch University Seattle](#)

2326 Sixth Avenue  
Seattle, WA 98121  
(206) 441-5352

## **Antioch University Central Administration**

**Felice Nudelman, PhD**

Chancellor

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## Antioch University Campus Presidents

**Brian Baird, PhD**

President, Antioch University Seattle

**Tex Boggs, PhD**

President, Antioch University Los Angeles

**Stephen Jones, PhD**

President, Antioch University New England

**Nancy Leffert, PhD**

President, Antioch University Santa Barbara

**Karen Schuster Webb PhD**

President, Antioch University Midwest



# Academic Calendar

## 2014-2015

### Quarter Academic Calendar

	<b>SUMMER 14</b> <b>Jul-Sep</b>	<b>FALL 14</b> <b>Oct-Dec</b>	<b>WINTER 15</b> <b>Jan-Mar</b>	<b>SPRING 15</b> <b>Apr-Jun</b>
First day of the quarter	Jul 7	Oct 6	Jan 5	Apr 6
Holidays	Sep 1	Nov 27-29	Jan 19 Feb 16	May 25
Academic drop/add deadline	Jul 21	Oct 20	Jan 20	Apr 20
Online registration closes for current quarter				
Schedule of Classes available for subsequent quarter	Jul 30	Oct 29	Jan 28	Apr 29
Advising period for registration for subsequent quarter	Jul 31- Aug 13	Oct 30- Nov 12	Jan 29- Feb 11	Apr 30- May 13
Online registration opens for subsequent quarter	Aug 19	Nov 18	Feb 17	May 19
Online registration closes for subsequent quarter	Aug 28	Nov 26	Feb 26	May 28
Deadline to pay/sign for tuition & fees in Fiscal Office for subsequent quarter	Sep 11	Dec 11	Mar 12	June 11
End of instructional period (Normally classes end in week 10; however, due to holidays and makeups, some may end in week 11)	Sep 20	Dec 20	Mar 21	June 20

or 12.)

Date on diploma for grads

Commencement

TBA

## 2014-2015

### Semester Academic Calendar (MBA Program Only)

	<b>FALL 14</b>	<b>SPRING 15</b>	<b>SUMMER 15</b>	<b>FALL 15</b>
	<b>Sep-Dec</b>	<b>Jan-Apr</b>	<b>May-Aug</b>	<b>Sep-Dec</b>
First day of the term	Sep 3	Jan 9	May 8	Sep 4
Holidays	Nov 27-29	Jan 19 Feb 16	May 25 Jul 4	Nov 26-28
Academic drop/add deadline	Sep 17	Jan 23	May 22	Sep 18
Online registration closes for current term				
Schedule of Classes available for subsequent term	Nov 4	Mar 10	Jul 7	Nov 3
Advising period for registration for subsequent term	Nov 5-18	Mar 11-24	Jul 8-21	Nov 4-17
Online registration opens for subsequent term	Nov 26	Apr 1	Jul 29	Nov 25
Tuition deadline for subsequent term	Dec 4	Apr 9	Aug 6	Dec 3
End of instructional period	Dec 21	Apr 26	Aug 23	Dec 20
(Normally classes end in week 14-15; however, due to holidays and makeups, some may end in week 16.)				
Date on diploma for grads				
Commencement				TBA

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## Campus Security Report (2011-2013)

### Antioch University Santa Barbara

September 22, 2014

The Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542) requires that institutions of higher education collect information about crimes on campus and distribute this information to all current students and employees and to any applicants for enrollment or employment upon request beginning September 2, 1992. This material is written and distributed to comply with this legislative mandate.

Antioch University Santa Barbara is in an urban environment. Systematic security records for the campus began to be kept as of July 1, 1991, and during the 2000-2001 year, for serious crimes that must be reported under Public Law 101-542 (murder, sex offenses, robbery, aggravated assault, burglary, and motor vehicle theft).

Below is the summary for crime statistics for the Santa Barbara campus\*:

Offense	2011	2011	2012	2012	2013	2013
	On Campus	Public Property	On Campus	Public Property	On Campus	Public Property
Murder/Non-negligent manslaughter	0	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0	0
Sex offenses – forcible	0	0	0	0	0	0
Sex offenses – Non-forcible (includes only incest & statutory rape)	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor vehicle theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Any other crime involving bodily injury	0	0	0	0	0	0

\*Antioch University Santa Barbara does not maintain any on-campus student housing facilities or non campus buildings or properties; public property refers to property within and immediately adjacent to the campus facility.

**Statistics of the number of Hate Crimes:** a hate crime is a criminal offense committed against a person or property which is motivated, in whole or part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin.

Below is a summary of Hate Crime statistics for the Santa Barbara campus\*:

2011	2011	2012	2012	2013	2013
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<b>Hate Crimes</b>	<b>On Campus</b>	<b>Public Property</b>	<b>On Campus</b>	<b>Public Property</b>	<b>On Campus</b>	<b>Public Property</b>
Murder/Non-negligent manslaughter	0	0	0	0	0	0
Sex offenses – forcible	0	0	0	0	0	0
Sex offenses – Non-forcible (includes only incest & statutory rape)	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor vehicle theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Larceny-theft	0	0	0	0	0	0
Simple assault	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0
Destruction/damage/vandalism of property	0	0	0	0	0	0

\*Antioch University Santa Barbara does not maintain any on-campus student housing facilities or non campus buildings or properties; public property refers to property within and immediately adjacent to the campus facility.

Statistics of the number of arrests for liquor law violations, drug abuse violations, and weapons violations: There have been no arrests for any of the violations cited above.

Below is a summary of the number of arrests and disciplinary referrals for the Santa Barbara campus\*:

	<b>2011 On Campus</b>	<b>2011 Public Property</b>	<b>2012 On Campus</b>	<b>2012 Public Property</b>	<b>2013 On Campus</b>	<b>2013 Public Property</b>
<b>Type of arrest or referral</b>						
Arrests: Liquor law violation	0	0	0	0	0	0
Disciplinary Referral: Liquor law violation	0	0	0	0	0	0
Arrests: Drug abuse violations	0	0	0	0	0	0
Disciplinary Referral: Drug abuse violation	0	0	0	0	0	0
Arrests: Weapons possessions	0	0	0	0	0	0
Disciplinary Referral: Weapons possession	0	0	0	0	0	0

\*Antioch University Santa Barbara does not maintain any on-campus student housing facilities or non campus buildings or properties; public property refers to property within and immediately adjacent to the campus facility.

Statement of policy regarding the possession, use and sale of alcoholic beverages and enforcement of state underage drinking laws and statement of policy regarding the possession, use, and sale of illegal drugs and enforcement of federal and state drug laws and a description of drug education program:



Antioch University serves adult students (average age 38) and as such does not have under age students. We do however, enforce under age drinking laws at social functions where alcoholic beverages are provided. Such beverages are served at special functions on the campus. All federal and state alcohol and drug laws are enforced on our campus and each year, information regarding or drug free workplace policy and relevant federal and state penalties for violations are distributed to all students and employees.

Statistics related to the Violence Against Women Reauthorization Act (VAWA) of 2013: VAWA, signed March 7, 2013 (Pub. Law 113-4), amends the Clery Act to require institutions to compile statistics for incidents of domestic violence, dating violence, sexual assault, and stalking. Currently, policy and procedure related to these types of incidents can be found in Antioch Policies 4.601 (Employee Code of Conduct), 4.607 (Title IX, Sexual Harassment and Sexual Violence), and 6.103 (Student Conduct), all of which may be found and reviewed at <http://www.antioch.edu/policies/>

Below is a summary of VAWA required statistics for/on the Santa Barbara campus during the calendar year 2013:

Type of Incident	2013
Domestic Violence	0
Dating Violence	0
Sexual Assault	0
Stalking	0

The remainder of this memorandum provides specific information as required by Public Law 101-542 so that our record of safety can be continued during this coming year. You are asked to read this information carefully so that you are prepared to function effectively in the urban environment in which we live.

Procedures for reporting criminal action: The President has the overall responsibility for security issues for the campus. During the hours of 8:30 a.m. to 5:00 p.m. on weekdays, all incidents of criminal action should be reported immediately to Nanci Braunschweiger x5169. Incidents of criminal action that occur after 5:00 p.m. on weekdays and on Saturday, should be reported to the administrator and/or Security Guard who is on duty. The administrator on duty will take whatever action may be necessary at the time and will report all incidents to the President for follow-up action as required. It is the policy of the University to respond quickly to criminal actions, which pose a threat to the safety of the students and employees as well as to University property.

Access to campus facilities: Antioch University - Santa Barbara facilities in Santa Barbara are open during the hours of 8:00 a.m. to 9:15 p.m. Monday through Thursday, 8:00 a.m. to 6:00 p.m. Friday and 8:00 a.m. to 5:00 p.m. Saturday. Hours of operation do change for special events and for quarter break. Quarterly course catalogs or University officials should be consulted for scheduled changes in hours of operation. Although the campus shares facilities with other occupants, students and employees are encouraged to report to the administrator in charge any one in University occupied space who appears to pose a threat to University students, employees, or property.

Campus Law Enforcement Policies: Campus officials are not law enforcement officers and are instructed to contact promptly local police for the enforcement of the law. If you observe an incident of criminal action, please report this to the appropriate campus official as described above. In cases of emergency

involving immediate threat to persons or property, you should dial 9/911 immediately on any University telephone and notify the appropriate University official as soon as is reasonably possible.

Type and frequency of programs designated to inform students and employees about security procedures and practices. At the beginning of each fall quarter, all students and employees receive information regarding security issues on campus, and all new students and employees are provided with this information when they become a part of the University community.

Programs designed to inform students and faculty about the prevention of crime: No additional programs are anticipated beyond what has been cited above.

Statistics concerning the occurrence of crime on campus during the most recent school year: During the 2012 – 2013 year (October 2012 through September 2013), no incidents occurred at the campus that are required to be reported under Public Law 101-542.

Statement of policy concerning the monitoring and reporting of criminal activities at off-campus student organizations: Antioch University does not have off-campus student organizations.

Every fall, Antioch submits data to the US Department of Education for the previous calendar year. The most recent report shows crime statistics for the 2012 calendar year. If you would like to see more detailed information that is posted on the web, use the following link:

<http://ope.ed.gov/security>