



Antioch University Santa Barbara General Catalog 2019 – 2020

Use of This Catalog:

The fees, programs and policies contained in this catalog are effective with the Summer 2019 term. This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting your rights and responsibilities as a student. The actual policies may be found on the University website at www.antioch.edu/policies. (Throughout this catalog, individual University policies are referenced by number, and may be accessed from this site.)

The University and the Campus reserve the right, in their sole discretion, to amend or remove current policies, to adopt new policies as it deems necessary or appropriate, or to update the academic calendar the tuition refund policy, the curriculum or course offerings during the current catalog year. Any change will be published with 30 calendar days' notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments, and to monitor their Antioch email account for notification of changes.

Antioch University does not have a pending petition in bankruptcy, is now operating as debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

A PDF version of the 2019-2020 General Catalog is available to a prospective student or to the general public when request from the AUSB website.

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Table of Contents

Accreditation	11
The Antioch Story	13
Welcome to Antioch Santa Barbara!	13
About Antioch University	13
Our Mission.....	13
Our Vision	13
Our Goals	14
Our Purpose	14
Our Values	14
Antioch University Santa Barbara	15
Educational Community	15
Degrees Offered	17
Academic Certificates Offered.....	17
Statement of Commitment, Inclusion and Diversity	17
Governance	18
Admissions.....	19
Undergraduate Program.....	20
Graduate Programs	23
International Students.....	27
Transfer Students from Other Antioch Campuses	29
Readmitted Students	30
Admission Decisions.....	30
Deferring Admission.....	31
Antioch University Financial Aid	32
Institutional Aid	33
Federal Aid	33
State Aid	33
Private Aid	33
Financial Aid Withdrawal & Refund Policy	33
Tuition & Fees.....	35
Tuition	35
Fees	37

Explanation of Fees	40
Tuition Payment Plan.....	43
Tuition Refund Policy.....	43
Student Tuition Recovery Fund Disclosure	46
Office of Student Services	48
Registration.....	49
Add/Drop.....	52
Intra-University Registration.....	52
Transcripts	53
Enrollment/Degree Verification	53
Diploma/Commencement.....	54
Attending Other Institutions.....	54
Student Records	55
Student Status.....	57
Academic Policies & Procedures	59
Taking Courses at Another Institution	60
Transfer Credits.....	60
Academic Writing Skills	61
Computing Skills	61
Attendance.....	61
The Narrative Evaluation Process	62
Grade Equivalency.....	64
Incomplete Work	64
Student Evaluation of Courses	64
Exceptions to Policies & Procedures.....	65
Academic Progress.....	65
Satisfactory Academic Progress (SAP).....	66
Review of Student Work	67
Academic Probation.....	68
Student Resources	70
Advising	71
Bookstore.....	71
Writing Center	72

myCareer Planner	72
Services for Students with Disabilities	73
Disability support services across the University	73
Veteran Students	74
Academic Computing and the Technology Classroom.....	74
Library Resources	74
International Student Services	75
Student Health Insurance	76
Student Identification Cards	76
Student Announcements	76
Student Forms	76
Student Organizations	77
Housing	77
Parking	77
AUSB Alumni Association	79
Antioch University Computing Recommendations	80
Minimum Computing Requirements	80
Antioch University Policies, Regulations & Procedures	84
Student Conduct	90
Professional and Ethical Standards in Clinical Training and Student Teaching.....	91
Confidentiality of Student Information	92
Undergraduate Programs	94
The Mission of the Undergraduate Program at AUSB.....	97
Learning Options.....	98
Outside Learning Activities.....	99
Prior Experiential Learning	99
Degree Completion with Community Colleges: The Bridge Program	100
Degree Requirements for the Bachelor of Arts Degree in Liberal Studies	101
Major Requirements for the Bachelor of Arts Degree in Management	111
Major Requirements for the Bachelor of Arts in Psychology	112
Applied Studies Degrees	113
Bachelor of Arts in Applied Studies	114
Learning Outcomes.....	115
Degree Requirements	115

Bachelor of Arts in Applied Arts & Media	116
Learning Outcomes.....	116
Degree Requirements	116
Bachelor of Science in Applied Technology & Business Leadership	118
Learning Outcomes.....	118
Degree Requirements	118
Experiential Learning.....	119
Educational Foundations Class	120
Academic Writing Skills	120
Area of Concentration Requirement.....	120
Areas of Concentration.....	120
Child Development and Education (CDE)	121
Communication and Marketing (CMMKT)	122
Business & Entrepreneurship (BE).....	124
Environmental Studies (ECO).....	126
Applied Psychology (APSY).....	128
Liberal Arts (LBA).....	130
Professional and Creative Writing (PCW).....	134
Preparation for Graduate Study.....	136
The Early Decider Program.....	137
Transfer Credit Policy	138
Acceptable Grades for Transfer Credit	143
Conversion of Semester Units to Quarter Units	144
Accredited Institutions.....	144
Transfer Eligibility for Remedial, Career, and Technical Courses	145
Physical Education Units.....	145
Extension Courses and Continuing Education Units	145
Cooperative Education Credit.....	146
Credit Policies for Registered Nurses and Other Health Professionals	146
Credit from Foreign Institutions.....	146
Credit for CLEP Examinations	147
Transfer of Credit from the Armed Forces	147
Academic Advising.....	147
Degree Audit.....	147

Concurrent Enrollment.....	148
Attendance Policy	148
Waitlist Policy	148
Undergraduate Policy on Incompletes	148
Candidacy for Graduation	149
Senior Capstone	149
Graduation	149
Preparation for Graduate Schools.....	150
AUSB's Master of Arts in Clinical Psychology (MACP) Program.....	150
AUSB's Master of Arts in Education and Teacher Credentialing (MAE/TC) or MEd/TC Program.....	151
Antioch University Santa Barbara's Clinical Psychology Doctoral (PsyD) Program	151
Undergraduate Program Course Descriptions.....	151
Art Courses.....	152
Child Development and Education Courses	152
Communication and Media Courses	155
Environmental Studies/Ecology Courses	158
Entrepreneurship Courses	160
Global Studies Courses	161
Interdisciplinary Courses.....	162
Business and Entrepreneurship Courses	163
Marketing Courses.....	165
Philosophy Courses	167
Political Science Courses.....	168
Psychology Courses	168
Quantitative Courses	172
Religious Studies Courses	173
Sociology Courses.....	173
Writing Courses	175
Master of Arts in Clinical Psychology (MACP)	178
Master of Arts in Clinical Psychology General Description of the Program	179
Program Degree Requirements.....	180
Board of Behavioral Sciences Educational Requirements	181
Master of Arts in Clinical Psychology Required Curriculum	181

Personal Psychotherapy Requirement.....	183
Degree Concentrations.....	184
The Clinical Traineeship	186
Master of Arts in Clinical Psychology Course Descriptions.....	188
Somatic Psychotherapy Concentration Courses	198
Healthy Aging Practicum Courses.....	199
Latino Mental Health Practicum Courses	200
Master of Arts in Psychology (MAP)	202
Master of Arts in Psychology Curriculum	202
Master of Arts in Psychology Course Descriptions	204
Master of Business Administration in Social Business, Non-Profit Management, and Strategic Leadership.....	209
Learning Outcomes.....	210
Program Length & Schedule	211
Attendance Policy	211
Master of Business Administration Course Descriptions.....	212
Master of Fine Arts in Writing & Contemporary Media	215
MFA Program Overview	215
MFA Program Design	216
MFA Program Goals	216
MFA Curriculum Format & Delivery.....	216
Education.....	218
Programs of Study	219
Master of Education and Multiple Subject Teaching Credential (MEd/TC).....	220
Field Experience	221
Master of Education and Multiple Subject Teaching Credential (MEd/TC) Curriculum	221
Master of Arts in Education with Dual Credential (MAE/TC).....	225
Field Experience	226
Master of Arts in Education with Dual Credentials (MAE/TC) Curriculum	227
Master of Arts in Education with M/M Education Specialist Credential.....	231
Master of Arts in Education with M/M Education Specialist Credential Curriculum	232
Preliminary Education Specialist for Mild & Moderate Disabilities Credential	235
Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum..	236
Induction Program.....	238

Induction Program Curriculum	239
One Year Induction Program Curriculum.....	239
Two Year Induction Program Curriculum.....	240
Multiple Subject Certificate Program	241
Program Overview	241
Multiple Subject Certificate Program Curriculum	241
Nature-Based Early Childhood Education Certificate	244
Nature-Based Early Childhood Education Certificate Curriculum	244
Master of Arts in Education with Concentration in Nature-Based Early Childhood Education	244
Master of Arts in Education with Concentration in Nature-Based Early Childhood Education Curriculum	245
Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ)	246
Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ) Curriculum	248
Education Course Descriptions.....	250
Doctorate in Clinical Psychology	271
PsyD Program Goals	271
California Board of Psychology Educational Requirements.....	272
Entry Tracks	272
PsyD Program Components Coursework.....	273
PsyD Specific Policies	275
Doctoral Program in Clinical Psychology Course Descriptions.....	283
YEAR 1 COURSES	283
YEAR 2-5 COURSES	286
Antioch Community	295
Antioch University Santa Barbara Faculty, Administration & Staff	295
Antioch University Campuses	295
Academic Calendar Information	297
2019-2020.....	298
University Holidays	299
Campus Security Report.....	300
PDF Version & Archives.....	301

Accreditation

Antioch University Santa Barbara, a private institution, in collaboration with the Office of the Vice Chancellor for Academic Affairs of Antioch University, publishes the Antioch University Santa Barbara Catalog. We make every effort to provide accurate and up-to-date information; however, Antioch University Santa Barbara reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings and other matters.

As a matter of policy, and in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 and other state and federal laws, Antioch University Santa Barbara does not discriminate on the basis of race, color, sex, national origin, religion, handicap, age, sexual preference or marital status in recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and activities. (*[AU Affirmative Action and Equal Opportunity policy 4.005](#)*)

Antioch University Santa Barbara is an integral part of Antioch University, which is accredited by the **Higher Learning Commission**, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, (800) 621-7440.

<http://hlcommission.org/>

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. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at

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All of the credentials offered in the Master of Arts in Education, Master of Education, and Teacher Credentialing Programs 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

Antioch University's credentials also include federal government recognition of eligibility for various forms of federal assistance, grants, and contracts, including the eligibility of Antioch students for federal financial aid and veteran's benefits. The University is in compliance with appropriate federal laws and regulations concerning civil rights, affirmative action, tax exemption, and eligibility for foundation support.

Accreditation information is also available on the [AUSB website](#).



The Antioch Story

Welcome to Antioch Santa Barbara!

About Antioch University

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

With diverse campuses in New Hampshire, Ohio, Seattle, Los Angeles and Santa Barbara, Antioch University today stands stronger than ever. As a private, nonprofit, comprehensive institution, Antioch University is a singularly accredited, highly integrated University. Antioch offers face-to-face, hybrid and fully-online coursework, and bachelor’s, master’s and doctoral degree programs in the following academic areas: Arts and Humanities, Business, Management, and Leadership; Counseling and Health Professions; Education; Environmental Studies and Sustainability; Interdisciplinary and Liberal Studies; and Psychology.

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 Vision

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

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.

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, all taught in English, with a faculty of more than 125 full-time and part-time instructors. AUSB has 14 classrooms and [Library](#) resources that include an on-site facility as well as comprehensive electronic resources. Antioch's degree and certificate programs rely on traditional undergraduate- and graduate-level instructional books and supplies; students typically also have personal computers at their disposal.

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 19 to 77, 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 Applied Arts & Media
- Bachelor of Arts in Applied Studies
- Bachelor of Arts in Liberal Studies
- Bachelor of Arts in Management
- Bachelor of Arts in Psychology
- Bachelor of Science in Applied Technology & Business Leadership
- Master of Arts in Clinical Psychology
- Master of Arts in Education
- Master of Arts in Psychology
- Master of Business Administration
- Master of Education
- Master of Fine Arts in Writing & Contemporary Media
- Doctor of Psychology in Clinical Psychology

Academic Certificates Offered

- Induction Program
- Dual Credential Certificate
- Mild/Moderate Education Specialist Credential Certificate
- Multiple Subject Credential Certificate
- Nature-Based Early Childhood Education Certificate

Statement of Commitment, Inclusion and Diversity

In recognition of our mission, vision, and core values, Antioch University governors, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-

examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.

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 Provost and Chief Executive Officer, who provides leadership to the campus and is responsible to the Antioch University Vice Chancellor for Academic Affairs and University Provost, Chancellor, and Board of Governors. The Santa Barbara Provost and Chief Executive Officer 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 Provost and Chief Executive Officer. 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 on the individual academic program webpages. 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 and no later than the final application deadline. All application materials become part of an applicant's file and cannot be returned. Once all 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 an interview as needed, once his/her file has gone through an initial review. The admissions decision is communicated through electronic mail from the Office of Admissions.

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Prospective students are also encouraged to review the School Performance Fact Sheet, which is provided prior to signing an enrollment agreement.

Undergraduate Program

- **Bachelor of Arts in Applied Arts & Media**
- **Bachelor of Arts in Applied Studies**
- **Bachelor of Arts in Liberal Studies**
- **Bachelor of Arts in Management**
- **Bachelor of Arts in Psychology**
- **Bachelor of Science in Applied Technology & Business Leadership**
- **BA-to-Graduate Program Pathways**

Applications are accepted throughout the year for all four academic quarters. Applicants are encouraged to meet with an Admissions Counselor 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 undergraduate programs 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 programs also consider 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 four graduate programs offered at the Santa Barbara campus: Master of Business Administration (MBA), Master of Arts in Clinical Psychology (MACP), Master of Fine Arts in Writing & Contemporary Media (MFA), and Doctorate in Clinical Psychology (PsyD), pending successful completion of the undergraduate program with final recommendation from the Undergraduate Academic Advisor and Undergraduate 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, BS, & BA-to-Graduate Pathway Programs

	BA/BS	BA-to-MBA	BA-to-MACP	BA-to-MFA	BA-to-PsyD
Entrance Terms	All four quarters: Summer (July), Fall (October), Winter (January), Spring (April)				
Online Application	X	X	X	X	X
Admission essay(s)	X	X	X	X	X
Official, sealed transcripts or eTranscripts	X	X	X	X	X
≥ 36 quarter (24 semester) of transferable credit	X	X	X	X	X
Desired minimum undergraduate GPA	2.5	3.0	2.8	3.0	3.2
Resume		X		X	X
Two letters of recommendation		X	X	X	X
Interview with the Academic Program	As needed	X	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 90

semester units (135 quarter units) of lower-division work for the Bachelor of Arts in Liberal Studies degree and for the Applied Studies degrees. 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 for 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.

AUSB also has established articulation agreements for transfer credit purposes with the following institutions:

- Santa Barbara City College
- Ventura College
- Moorpark College
- Oxnard College

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 or 805.962.8719 ext. 5301.

Once admitted, students are required to attend a pre-registration appointment with his/her 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 undergraduate 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

Creative Writing & Communication

- Master of Fine Arts in Writing & Contemporary Media (MFA)

Education

- Induction Program
- Dual Credentials Certificate (CT/DC)
- Preliminary M/M Education Specialist Credential Certificate (CT/MMES)
- Preliminary Multiple Subject Credential Certificate (CT/MS)
- Nature-Based Early Childhood Education Certificate (CT/NBECE)
- Master of Education with Preliminary Multiple Subject Credential (MEd/TC)
- Master of Arts in Education with Concentration in Leadership and Social Justice (MAE)
- Master of Arts in Education with Concentration in Nature-Based Early Childhood Education (MAE/NBECE)
- Master of Arts in Education with Preliminary M/M Education Specialist Credential (MAE/ES)
- Master of Arts in Education with Dual Credentials – Preliminary Multiple Subject & Preliminary M/M Education Specialist (MAE/BC)

Leadership, Management & Business

- Master of Business Administration (MBA)

Psychology

- Master of Arts in Clinical Psychology (MACP)
- Master of Arts in Psychology (MAP)
- 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). Some 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, MFA, and PsyD Programs

	MBA	MACP	MFA	PsyD
Entrance Term	Fall (September)	Fall (October) or Winter (January)	Winter/Spring (December) or Summer/Fall (June)	Fall (October)
Online Application	X	X	X	X
Admission essays	X	X	X	X
Resume	X		X	X
Two letters of recommendation	X	X		X
Official, sealed transcripts or eTranscripts	X	X	X	X
Desired minimum undergraduate GPA	3.0	2.8	3.0	3.2
Interview with the Academic Program	X	X	X	X

Admission Requirements for the Education & Credentialing Master's Programs

	MEd/TC	MAE/BC	MAE/NBECE	MAE/ES	MAE
Entrance Term	Summer (July)	Summer (July)	Summer (July)	Summer (July)	Summer (July)
Online Application	X	X	X	X	X
Admission essay	X	X	X	X	X
Resume	X	X	X	X	X
Two letters of recommendation	X	X	X	X	X
Official transcripts	X	X	X	X	X
Desired minimum undergraduate GPA	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
Proof of CBEST Passage or the CSET Multiple Subjects and CSET Writing Skills	X	X		X	
Proof of registration or passage of CSET Multiple Subjects*	X	X		X	
Copy of valid CA credential				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>.*

Admission Requirements for the Education & Credentialing Certificate Programs

	CT/DC	CT/MS	CT/MMES	CT/NBECE
Entrance Term	Summer (July)	Summer (July)	Summer (July)	Summer (July)
Online Application	X	X	X	X
Admission essay	X	X	X	X
Resume	X	X	X	X
Two letters of recommendation	X	X	X	
Official transcripts	X	X	X	
Desired minimum undergraduate GPA	2.8	2.8	2.8	2.8
Successful completion of the admission interview with the Academic Program	X	X	X	
Proof of CBEST Passage or the CSET Multiple Subjects and CSET Writing Skills	X	X	X	
Proof of registration or passage of CSET Multiple Subjects*	X	X	X	
Copy of valid CA credential			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 Student Services Office. 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:

- 2.

Exam	Score
ETS TOEFL	79 (internet), 550 (paper), 213 (computer)
Kaplan's TOEFL	Kaplan's Advanced Level
IELTS	6.5 or higher

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 **Academic Credentials Evaluation Institute, Inc. (ACEI)**, an organization specializing in foreign credential evaluation and a recognized member of the **Association of International Credential Evaluators (AICE)**. 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** form 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 U.S. 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 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.

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 term. 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.

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 Student Services Office for five years. Official transcripts must be requested for any coursework taken at another academic institution since the time of withdrawal from Antioch University Santa Barbara. Students should contact the Office of Admissions to determine the current admissions requirements.

Admission Decisions

Full Acceptance

Full Acceptance means that the student'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 Student Services Office 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.

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.



Antioch University Financial Aid

Antioch University students receive institutional, federal, state and private financial aid in the form of grants, scholarships, loans and student employment.

[Institutional Aid](#)

[Federal Aid](#)

[State Aid](#)

[Private Aid](#)

[Financial Aid Withdrawal & Refund Policy](#)

Please visit the following links to campus offices of financial aid for more specific information on financial aid for your academic program:

[AU Los Angeles Financial Aid](#)

[AU Midwest Financial Aid](#)

[AU New England Financial Aid](#)

[AU Santa Barbara Financial Aid](#)

[AU Seattle Financial Aid](#)

[AU Connected Financial Aid](#)

Institutional Aid

All AU campuses offer limited scholarships and grants. Students are encouraged to explore the specific campus and program websites for information on what is available and how to apply.

Federal Aid

AU participates in all the Title IV federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Direct Student Loans (both subsidized and unsubsidized), Parent PLUS and Graduate PLUS Loans, and Federal Work-Study. The Free Application for Federal Student Aid (FAFSA) is the application that must be completed annually to be considered for federal aid. The awarding is done according to federal rules and regulations that are determined by Congress and interpreted and regulated by the Department of Education.

Pell Grants and Federal Direct Subsidized and Unsubsidized Loans are entitlement programs – if the student applies for and meets the eligibility criteria, they will receive the aid. SEOG and Federal Work-Study are called “campus-based aid”. AU receives an annual allocation of funds in each of these programs and it is divided among our campuses and programs based on enrollment. Students are offered campus-based aid according to specific rules, and on a first-come, first-served basis. Additional information about aid eligibility and awarding can be found on each campus and program website.

State Aid

Antioch campuses in the states of California, Ohio, and Washington participate in their respective state grant programs. Applications processes vary by state, as do amounts and eligibility criteria. Washington also offers state work-study.

Private Aid

Private organizations and companies offer aid opportunities including loans and grants and scholarships. Our websites offer information about sources that require special applications. One word of caution: do not pay for scholarship searches; companies and organizations that require a fee to identify aid should be avoided.

Financial Aid Withdrawal & Refund Policy

Financial aid recipients who change their enrollment status to leave of absence (LOA) or withdraw during a term for which financial aid payments have been received will have their tuition adjusted according to Section 484B of the Higher Education Act. Such

students may have to return unearned aid. Contact the Financial Aid Office staff for more information.

When a financial aid student does not complete a term, the calculation of financial aid earned is based on the period of enrollment completed. That percentage is computed by dividing the number of calendar days completed as of the date the student notified Antioch of the LOA or withdrawal by total number of calendar days in the term. The percentage of Title IV assistance to which the student is entitled (earned aid) is equal to the percentage of the term completed, up to 60 percent. If the termination occurs after 60 percent, the earned percentage is considered equal to 100 percent.

The amount of Title IV aid that a student must return is based on the percentage of unearned aid. That percentage is computed by subtracting earned aid from 100 percent. Antioch is required to return to federal sources the lesser of (1) the unearned aid percentage applied to the institutional charge, or (2) the unearned aid percentage applied to the total Title IV aid received. The student is required to return the difference between the amount of unearned aid and the amount returned by Antioch. The student will be billed for the amount owed the Title IV programs and any amount due the University resulting from the return of Title IV funds used to cover University charges. If the student (or parent in the case of a PLUS loan) is required to return a portion or all of the loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated.

Funds are returned to the following Title IV sources in order of priority:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans (for undergraduate students)
- Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which the return of funds is required
- Other federal, state, private or institutional financial assistance



Tuition & Fees

Antioch University Santa Barbara computes tuition depending upon the degree program. In the undergraduate 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](#)

[State Tuition Recovery Fund](#)

Tuition

BA	
Per-unit	\$495
CT/NBECE	

Per-unit	\$267.28
Certificate cost	\$4,811
MAE & MEd & Teaching Credential	
10-15 units	\$6,648
6-9 units	\$3,987
Per-unit & overload charge	\$664
Teaching Credential Only, MS or M/M	
13-23 units	\$6,648
6-12 units	\$3,987
Per-unit & overload charge	\$664
MACP & MAP	
4-7 units	\$4,360
8-15 units	\$7,267

Per-unit	\$726
MBA	
Per-unit	\$990
MFA	
Per-unit	\$840
PsyD	
10-15 units	\$8,384
4-7 units	\$5,030
Per-unit & overload charge	\$840

Fees

Admissions Application Fee	\$50
All Students – General Fee <i>(per term)</i>	\$100

Audit Fee	Variable
Diploma Reorder Fee	\$35
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	\$495
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
Induction Program – One Year	\$1,275 / qtr
Induction Program – Two Years	\$425 / credit

International Student Fee <i>(per term)</i>	\$200
Late Payment Fee	\$50
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 PsyD Half-time Internship Fee	\$3,000/yr \$2,000/yr
PsyD FA, WI, SP Quarterly Assessment, Practicum & Materials Fee – Yrs I, II, III & IV	\$267
Returned Check Fee	\$50
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	\$35
Transcript Only Fee	\$10
Transcript and Narrative Assessments Fee	\$15

A student registering for a number of units between the designated unit load categories or above the maximum unit load pays the unit load charge plus a per unit charge for the additional unit(s). Students registering for a number of units below the minimum unit load category pay the per unit rate. In addition to coursework, tuition covers internship/practicum supervision, advising, supervised independent study, workshops, and program administrative costs. Tuition and fees are subject to change with written notice.

Explanation of Fees

Admissions Application Fee

This \$50 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.

Audit Fee

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

Diploma Reorder Fee

A lost or damaged diploma can be replaced for a \$35 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-5330.SB.

Educational Foundations Fee

This \$495 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-5121 & TEP-5151. 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 Fee

This \$50 fee is assessed when a payment is not made by a scheduled payment deadline or when the minimum agreed payment amount is not paid.

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 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 master's 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 \$35 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 \$15 fee in order to obtain an official transcript along with a set of copies of the student's narrative evaluations in a sealed envelope.

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. Arrangements must be made in advance of the payment deadline.

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 Student Services 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%

MFA Refund Schedule

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

Tuition Refund Policy for Individual Course Withdrawal

A 100% tuition credit is granted for courses dropped by 20% of the instructional period for that course. No tuition credit is given after 20% of the instructional period for that course. Exception for 1.0 unit seminars: 100% tuition credit is granted prior to the scheduled seminar date.

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

Student Tuition Recovery Fund Disclosure

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.



Office of Student Services

The Office of Student Services 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 course registration records and cumulative academic credit history via AUDirect, the web-based student information system.

Student Services may be contacted regarding the following items:

- Enrollment Verification
- Transcript Requests
- Graduation Reviews
- Diplomas
- General information regarding student academic records

Registration

Add/Drop

Intra-University Registration

Transcripts

Enrollment/Degree Verification

Diploma/Commencement

Attending Other Institutions

Student Records

Student Status

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 AUVIEW, and how to navigate the online registration process.

Official registration takes place online via the AUSB web-based student information system (AUVIEW), as well as in the Student Services, Financial Aid, and Fiscal Offices. Registration for the following courses and statuses needs to be approved by the student's Advisor:

- Independent Study
- [Enrollment Maintenance](#)
- [Internship](#) (BA Program)
- [Internship](#) (PsyD 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 Monday of Week 3 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 BA Independent Study Contract form (undergraduate program) or Graduate Application for Independent Study form (graduate programs). 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 term, 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 academic 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, complete the online Enrollment Maintenance registration form, 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) or 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 is 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 completes the online Leave of Absence form 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. 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 pay a reduced audit fee.

Non-matriculated students may enroll in courses for credit without intending to earn an Antioch degree by filling out a Special Student Registration form and paying the registration fee. 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 federal 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 AUVIEW without academic penalty during the add/drop period specified for each course in the Schedule of Classes. After the add/drop period, students may not add activities or change their number of registered units without approval of the student's Advisor. 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 until the day before it takes place, provided space is available. Students may drop a one-day seminar up to the week before the seminar and receive a 100% refund.

Intra-University Registration

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

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

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

Students who begin an academic program at Antioch University Santa Barbara and wish to transfer to another Antioch campus to complete their course of study 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 [National Student Clearinghouse Transcript Ordering Center](#). Antioch University cannot release the official transcript or diploma/certificate for a student until all financial obligations to the school have been cleared.

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 may also request that a letter providing their unofficial grade equivalents accompany the official transcript.

Unofficial Transcripts

Students may request unofficial transcripts by emailing records@antioch.edu if using an Antioch email account. Unofficial transcript requests sent to the records account are returned as a PDF document to the student's Antioch email account.

Students who no longer have Antioch email account access may request an official transcript through the [National Student Clearinghouse Transcript Ordering Center](#).

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](#).

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

Student Self-ServiceSM is an online service that enables students to obtain their enrollment information, including enrollment verification certificates, at no charge. Students can enjoy the convenience of performing important tasks on demand 24/7 without having to visit or call the registrar or financial aid office.

For access to this service, please follow this link: <https://www.antioch.edu/resources/students/registrar-office/student-records/#StudentSelf-ServiceOptions>

All you need is your 7-digit student ID number to access your enrollment information.

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

Diploma/Commencement

Diplomas & Certificates

Once all requirements for graduation have been met (including financial obligations), the University Records Administration Office will send the diploma or certificate by certified mail to the address listed on the Application for Graduation. Fees may 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.

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.

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 Student Services Office 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.

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 Student Services, 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, there are numerous institutions that offer programs in which AUSB students may be eligible to participate.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Antioch University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, certificate, or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Antioch University to determine if your credits, degree, or certificate will transfer.

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 University 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 Student Services 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 Student Services. 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 Student Services.

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 & CEO or designee. The student is informed of the decision as soon as it is determined.

Student Status

Full-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.

Three Quarter-Time

Three quarter-time status for undergraduate students is defined as greater than or equal to 9 units and less than 12 units. Three quarter-time status does not apply for graduate students.

Half-Time

Half-time status for undergraduate students is defined as 6-8.5 units. Half-time status for graduate students is defined as 3-5.5 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 will be converted to No Credit/No Pass, 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 Student Services in writing (or via 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 of official withdrawal. 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 Monday of Week 3 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

Computing Skills

Attendance

The Narrative Evaluation Process

Grade Equivalency

Incomplete Work

Student Evaluation of Courses

Exceptions to Policies & Procedures

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.

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 Office of Student Services.

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.

AUSB maintains a written record of previous education and training. When transfer credit results in the reduction of a program's residency requirement, the student's record will be updated accordingly and s/he will be notified of the reduced residency requirement.

AUSB does not assess transfer credit evaluation processing fees.

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 <https://www.antioch.edu/santa-barbara/resources/students/writing-center/> for more information on Writing Center services.

Undergraduate students receive credit for undergraduate 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 undergraduate writing classes on a not-for-credit remedial basis.

Computing Skills

Graduate students are expected to have the computing skills necessary to support their basic academic needs or to self-identify and learn these skills as they are needed. Students who need help with computer skills are directed to appropriate resources. Though this is not an exhaustive list, it is helpful if students are comfortable using: Mac or PC operating systems, Gmail, word-processing, basic spreadsheet manipulation, slide presentation, basic computer file management, internet search engines, digital library resources.

All courses are listed in Sakai, Antioch University’s learning management system and this is where students will find course syllabi and class assignments. Sakai is optimized for mobile use and can be accessed via smart-phone or tablet, as well as a computer. A small number of computers are available for student use on campus. *All students are required to have access to a computer; a personal laptop is strongly recommended.*

Attendance

Students are expected to attend all class sessions and, for online courses, participate in online discussions as required in the syllabus. Academic programs and instructors stipulate their attendance requirements in the course syllabus. The student must abide by the attendance policy in the syllabus. If a student anticipates an absence for religious observance, work obligations, or any other reason, the student consults with the

instructor before or during the first week of class to request an accommodation in the form of makeup assignments. In some cases, however, accommodation may not be possible if in the instructor's judgment the absence would be disruptive to the learning process. Please see program specific attendance policies for more information.

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.

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 for a valid reason, 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 may request to have their Letter Grade Equivalents displayed on their narrative evaluations by submitting a request to studentservices.ausb@antioch.edu. Once requested, Letter Grade Equivalents will display on all credit-earning learning activities, except for programs and courses that do not issue Letter Grade Equivalents. 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 a necessary, documented external demand, this is done by the Office of Student Services. The GPA equivalent is calculated using information from all learning activities at Antioch University, 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 submitted by a faculty member at the time an Antioch course was taken, that grade equivalent will be used in the creation of the GPA equivalent.
- 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 Student Services Office.

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.

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 & CEO, 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.

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 & CEO. The student is informed of the decision as soon as it is determined.

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.

Satisfactory Academic Progress (SAP)

Federal regulations require that Antioch University Santa Barbara establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. To comply with these regulations, the Registrar's Office reviews student records each 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 & CEO 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 & CEO 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 & CEO 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 & CEO's discretion, when in the Advisor, Chair, or Provost & CEO'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 Resources

[Advising](#)

[Bookstore](#)

[Writing Center](#)

[myCareer Planner](#)

[Services for Students with Disabilities](#)

[Veteran Students](#)

[Academic Computing and the Technology Classroom](#)

[Library Resources](#)

[International Student Services](#)

[Student Health Insurance](#)

[Student Identification Cards](#)

[Student Announcements](#)

[Student Forms](#)

[Student Organizations](#)

[Housing](#)

[Parking](#)

[AUSB Alumni Association](#)

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 submitting their request in writing to the Office of Student Services. 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 term, a special Advisement Week is established, when Advisors are especially available to help students in planning the next term's courses. The Advisor reviews the student's evaluations on a regular basis (usually every term) and communicates with the student if problems are found.

Bookstore

Antioch University Santa Barbara works closely with our textbook partner, [MBS Direct](#), to guarantee that all students have the correct course materials. [MBS Direct](#) was carefully selected to deliver the best value for you and to ensure peace of mind because course materials are specific to your class schedule, with no hidden costs.

We also recommend MBS Direct because of its dedication to our school is unsurpassed. Each term, MBS offers a Customer Loyalty Program that increases the amount students receive when selling back books.

A few of the other benefits students receive from MBS Direct:

- The nation's largest inventory of used books for cost savings
- All orders shipped in a timely manner
- Multiple payment options
- 100% return policy
- Course materials must be returned within two weeks after class start date or within 21 days of date shipped, whichever is later
- Excellent, U.S. based customer service by phone or email

We encourage students to take advantage of the benefits provided by our online bookstore by visiting <http://bookstore.mbsdirect.net/antiochsb.htm>.

Writing Center

The AUSB Writing Center is dedicated to offering students free peer assistance with any stage of the writing process, with the goal of helping students become stronger writers over time. Antioch employs a “peer to peer” tutoring model, which allows for a pressure-free, open dialogue about effective writing. No judgment, no grades, no shame – just positive encouragement and helpful support. Through talk and collaboration, peer writing tutors and student writers work together to identify strategies for specific writing tasks and for developing the student’s writing repertoire (skills, habits, and techniques) over time. One-on-one sessions are available in 30 and 60 minute segments. The Writing Center offers scheduled appointments and drop-ins as time permits. Writing Center visits are free and open to all Antioch students. Please visit <https://www.antioch.edu/ausbwritingcenter> for more information on Writing Center hours and services.

myCareer Planner

We are excited to offer students myCareer Planner, an innovative, online career-planning site. This powerful tool is accessible to students through their [AUDirect login](#).

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

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

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

In addition, students have up to one hour of telephone advising with an experienced career-planning advisor. Whether to help interpret Assessment results, or provide feedback on a resume, the career planning advisor is there to guide and assist.

For more information on career planning services, please contact mycareerplanner@antioch.edu.

Services for Students with Disabilities

Antioch University ensures, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all amendments, and other disability non-discrimination laws, that no student shall, on the basis of his or 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. We are also 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.

Disability support services across the University

Antioch University maintains a Disability Support Services (DSS) Office on each campus and for university-wide programs to coordinate services for students with disabilities. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a health care professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely.

If you are a student with disabilities and you believe that you may require any reasonable accommodation(s), please contact the DSS Office listed below at the earliest opportunity. Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be accorded reasonable accommodations that will allow them to participate in the institution's programs and services.

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

Please click the link to read the [Antioch University policy 6.101 Disability Support Services](#).

For more information, please contact Ryan Kasmier, Disability Support Services Coordinator, by email at rkasmier@antioch.edu or by phone at 805-962-8179 x5105.

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, Ryan Kasmier, by email at rkasmier@antioch.edu or by phone at 805-962-8179 x5105 for more information.

Academic Computing and the Technology Classroom

Students have access to a number of personal computers during school hours in the Technology classroom when it is not being used for regular instruction. Students can receive training and support for standard business software programs and get an introduction to using the Internet for research. In addition, the classroom offers discipline-specific software programs and 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.

Library Resources

The AUSB library may be described as the best of two worlds: an intimate, welcoming library space with a dynamic, curriculum-focused collection of books 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. Antioch University's library system continues to expand its resources to support the learning, teaching, and research needs of all students and faculty in in both place-based and hybrid programs.

Library Services

Antioch University's state of the art interlibrary loan and document delivery service (We Deliver) bridges the gap between items that are not available through its print and electronic collections. Students, faculty and staff may place their requests for books, articles, and book chapters online at any time and at no cost.

The AUSB library is committed to helping students in all phases of their research. Library staff are available to answer questions about Sakai; Gmail and Google Drive; Word, PowerPoint, and other presentation software. The library provides support in critical reading, application of citation formats, and navigating Antioch University's print and digital library resources. Research and Instruction Librarians offer professional and

personal research support to faculty, students, and staff, both online and in person. The AUSB library also offers course-specific sessions and workshops on topics of interest throughout the academic year.

Students may print, make photocopies, or digital scans on the mezzanine outside the writing center anytime the campus is open. A small computer lab of PC and Apple computers is available library during library hours. (Please see the AUSB library web page for the current schedule.) A small conference room in the library is available for small group meetings. Phone chargers and headphones are available for check-out from the circulation desk. The library can be reached at 805-962- 8179, or by emailing library.ausb@antioch.edu. Library staff contact information can be found on the library's web site.

Library Hours

Library hours are posted at the beginning of each semester. In general, the library is open seven days a week when school is in session. More limited hours are offered during vacation periods. For up-to- date information on library hours, check the library's web site <https://www.antioch.edu/santa-barbara/resources/students/library/>.

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 Student Services 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 Student Services Office, who serves as principal foreign student advisor, in several important instances. These situations include reporting to a Designated School Official:

- 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.

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.

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
- Compass Benefits Group Benchmark Premier Plan – 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 Student Services.

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.

Student Forms

Student Forms are available on the Antioch website at <https://www.antioch.edu/santa-barbara/resources/students/registrar-office/student-records/>.

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, Multicultural Student Association, AUSB Wellness Group, and the Odyssey (student literary journal). In addition, there are student representatives to the MAE/TC Advisory Committee.

Housing

Antioch University is a non-residential school and has no dormitory facilities under its control. Antioch University has no responsibility to find or assist students in finding housing. Students may consult local real estate or rental listings for available options, all at their own expense. Students may also consult with Antioch University's Financial Aid office; while financial aid is intended to support only your school expenses, an allowance for indirect costs such as housing, food, personal expenses, and transportation is part of your cost-of-attendance budget.

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://sbmtd.gov/fares-passes/>

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

Waterfront 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 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://sbmtd.gov/plan-your-trip/getting-around/>

(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://sbmtd.gov/maps-schedules/downtown-waterfront-shuttles/>

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://sbmtd.gov/maps-schedules/line-37-crosstown-shuttle/>

Downtown and Waterfront Shuttle Schedule and Map:

<http://sbmtd.gov/maps-schedules/downtown-waterfront-shuttles/>

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 Director of Student Services, Ryan Kasmier, at (805) 962-8179 ext. 5105 or rkasmier@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 75,000 Antioch University Alumni worldwide. To keep in touch and hear about university news and upcoming events, alumni can join our Facebook page, AUSB LinkedIn, and follow us on Twitter, as well as visit us online at www.antiochsb.edu/alumni.



Antioch University Computing Recommendations

Minimum Computing Requirements

Internet Connectivity:

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

Computer Hardware / Operating System:

- Mac or Windows PC
- PC Operating System – Windows 10 recommended; minimum Windows 8
- Mac Operating System – MacOS 10.14 recommended; minimum Mac OS 10.12
- Dual-core processor or better
- 8GB of RAM recommended; minimum 4GB
- Hard drive capacity 250GB or higher
- Ethernet or WiFi card/adaptor

- Computer speakers or headphones, microphone, and a webcam. Our friends at Zoom have some suggested options here: <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>
- Additional suggested hardware includes a printer/scanner, USB flash drive, and an external hard drive or cloud storage subscription for backup.

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

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

Office Productivity Software:

Antioch requires a word processing program that saves and opens text files in multiple file formats (DOCX is recommended). We suggest an office suite that includes word processing, presentation, spreadsheet, and other useful software. Some new computer purchases have this software already installed. Microsoft Office suites are currently used at AU campuses.

Here are a few options:

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

Internet Browsers:

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

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

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

Browser Plugins / Players:

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

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

Anti-Malware / Computer Protection:

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

Free

- BitDefender Free Antivirus <https://www.bitdefender.com/solutions/free.html>
- Avast! Free Antivirus <https://www.avast.com/en-us/free-antivirus-download>

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

Paid

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



Antioch University Policies, Regulations & Procedures

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

Academic Appeal Policy

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

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

Academic Integrity Policy

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

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

Acceptable Use of Technology Policy

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

Antioch University values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides

direction in the appropriate use of all forms of electronic resources, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

Admissions Policy

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

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

Campus or Workplace Violence

See [*Antioch University Campus or Workplace Violence, 4.503.*](#)

Antioch University has a long-standing commitment to promoting a safe and secure academic and work environment. All members of the university community are expected to maintain a working and learning environment free from physical and verbal violence, threats, harassment, intimidation or coercion. This policy seeks to prevent campus or workplace violence from occurring to the fullest extent possible, and sets forth procedures to be followed when such violence has occurred. While this kind of conduct is rare, no large organization can consider itself to be immune, and established policies and procedures can help provide appropriate responses to situations that may arise.

Children on Campus Policy

See [*Antioch University Children on Campus Policy, 4.511.*](#)

To ensure and promote the most productive learning environment, this policy establishes guidelines regarding children's presence during scheduled instructional sessions.

Disability Support Services 6.101

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

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

Drug and Alcohol Policy

See [*Antioch University Drug-Free Schools and Communities Policy, 4.505.*](#)

As required by the federal Drug-Free Schools and Communities Act of 1990 and the Drug-Free Workplace Act of 1988, Antioch University prohibits the illegal possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as any part of any of its activities. Such conduct will result in disciplinary sanctions up to and including expulsion, termination of employment and/or referral for prosecution.

Email Policy

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

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

Grade Equivalency Policy

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

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

Grading System and Transcript Recording Policy

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

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

Human Subjects Protection Policy

See *[Antioch University Human Subjects Protection Policy, 5.507](#)*.

Antioch University policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee (HPRRC). These rules are in place to protect the human participants, the researchers, and the institution. See the IRB website <http://www.antioch.edu/student-services/irb/> or the Human Participants Research Review Committee for campus contacts, as well as complete policy and procedures.

Intellectual Property Policy

See *[Antioch University Intellectual Property Policy, 5.503](#)*.

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Antioch University.

Non-Smoking Environment Policy

See [*Antioch University Non-Smoking Environment Policy, 4.507.*](#)

In accordance with Antioch University's commitment to the general health and well-being of its students, faculty, staff and visitors, and in compliance with state and local ordinances, this policy outlines general guidelines related to smoking on and adjacent to Antioch's campuses and instructional activities.

Relationships in the Workplace Policy

See [*Antioch University Relationships in the Workplace Policy, 4.615.*](#)

Antioch University generally affirms that it is the policy and intent of the institution to establish and maintain an environment which is conducive to its educational mission. Relationships between Antioch employees, who are responsible for maintaining a supportive learning environment, and students, are crucial to the learning process. This policy provides guidelines for establishing and maintaining acceptable relationships between employees and students.

Satisfactory Academic Progress Policy

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

In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to insure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time.

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

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

Student Academic Rights and Freedom

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

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

Student Conduct Policy

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

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

Student Grievance Policy

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

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

Student Organizations, Speech and Publications Policy

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

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the university and global communities. This policy sets forth students' rights and responsibilities, as well as university expectations with regard to the establishment and conduct of student organizations and student publications.

Student Records (FERPA) Policy

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

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

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

Antioch University defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photographs; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

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

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

Transfer Credit and Course Substitution Policy

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

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

Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy

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

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

Weather and School Closing Policy

See [*Antioch University Weather and Short-term Closings Policy, 4.411.*](#)

The health and safety of students, faculty and staff are of paramount importance to Antioch University. In accordance with this University policy, each campus publishes a procedure by which weather conditions are assessed for potentially dangerous travel, a schedule for making decisions about campus closure and class cancellation, and a notification procedure.

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

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 & CEO or designee.

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, Student Services 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 Student Services. 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.



Undergraduate Programs

Since its inception in 1977, the Antioch University Santa Barbara (AUSB) 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 Undergraduate Program is a degree completion program designed for students who have already completed a substantial amount of college work elsewhere. Students enter AUSB with a minimum of 36 quarter (24 semester) units in transfer and a maximum of 135 quarter (90 semester) units from an accredited community college or 4-year college or university. Students must have a minimum of 45 units at AUSB.

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

[Degree Options](#)

Bachelor of Arts in Liberal Studies

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Bachelor of Arts in Management

The **BA in Management** is for people who want to explore the roles, responsibilities, and ownership needed to build a positive working environment, develop as an emotionally

conscious leader, and explore ways to advance social and human justice ideals. Students will explore the application of business principles needed to build and strengthen human and social enterprises; provide a foundation to understand and lead change in a diverse and complex culture; and develop skills for innovative leadership.

Bachelor of Arts in Psychology

The **BA in Psychology** is designed to provide students with a foundation in psychological theory and research. Students will develop competencies in writing and interpersonal communication; as well as develop psychology-specific skills for effective self-reflection, project management, and teamwork. Psychology students will also engage with ethics and social responsible behaviors for professional and personal settings. This versatile degree provides students a wide range of possibilities for both career choices and graduate work.

Bachelor of Arts or Bachelor of Science in Applied Studies

If you've gained valuable technical expertise through your current trade and are ready for professional advancement, finishing your bachelor's degree in one of our three Applied Studies degrees at AUSB can help you maximize that experience. Expand upon your practical knowledge by applying your previous technical and vocational training – such as design, hospitality, culinary arts, auto mechanics, medical trades, and more – toward the completion of an undergraduate degree. AUSB helps you connect your technical expertise to an academic experience that makes you a more effective problem-solver with critical thinking and leadership skills. The program can also prepare you for Antioch graduate degrees, particularly in business administration, psychology, education, and creative writing, depending upon your interests and academic preparation.

The **BA in Applied Studies** degree gives students who have technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. Students will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach. Studies will expand your skills in written and oral communication, foster problem-solving and critical thinking skills, and develop your ability to consider social and ethical context of your profession.

The **BA in Applied Arts & Media** degree is ideal for people with technical skills in art, design, and media (such as makeup design, video editing and post-production, or set design) who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment. You'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll also gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The **BS in Applied Technology & Business Leadership** degree is ideal for people in technology business professions – such as auto mechanics and medical technology – who want to deepen their understanding of practical skills central to advancement in their field. You will focus on leadership perspectives, planning, and business tools and how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

The Mission of the Undergraduate Program at AUSB

Learning Options

Outside Learning Activities

Prior Experiential Learning

The Bridge Program

Degree Requirements for the Bachelor of Arts Degree in Liberal Studies

Major Requirements for the Bachelor of Arts Degree in Management

Major Requirements for the Bachelor of Arts Degree in Psychology

Applied Studies Degrees

Experiential Learning

Educational Foundations Class

Academic Writing Skills

Area of Concentration Requirement

Areas of Concentration

Preparation for Graduate Study

The Early Decider Program

Transfer Credit Policy

Acceptable Grades for Transfer Credit

Quarter and Semester Units

Accredited Institutions

Transfer Eligibility for Remedial, Vocational, and Technical Courses

Physical Education Units

Extension Courses and Continuing Education Units

[Cooperative Education Credit](#)

[Credit Policies for Registered Nurses and Other Health Professionals](#)

[Credit from Foreign Institutions](#)

[Credit for CLEP Examinations](#)

[Transfer of Credit from the Armed Forces](#)

[Academic Advising](#)

[Degree Audit](#)

[Concurrent Enrollment](#)

[Attendance Policy](#)

[Waitlist Policy](#)

[Policy on Incompletes](#)

[Candidacy for Graduation](#)

[Senior Capstone](#)

[Graduation](#)

[Preparation for Graduate Schools](#)

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

[AUSB's Master of Arts in Education and Teacher Credentialing \(MAE/TC\) or MEd/TC Program](#)

[AUSB's Clinical Psychology Doctoral \(PsyD\) Program](#)

[Undergraduate Course Descriptions](#)

The Mission of the Undergraduate Program at AUSB

AUSB offers students a Bachelor of Arts degrees in Liberal Studies, Management, Psychology, and Applied Studies as well as a Bachelor of Science in Applied Studies degree that each produce globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered,

contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

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

Critical Thinking. Student effectively engages in critical analysis that acknowledges the complexity of issues, challenges one's own and/or others' assumptions, while evaluating evidence and context before reaching conclusions. Student uses critical thinking to combine or synthesize existing ideas in original and imaginative ways.

Diverse Perspectives. Student understands diversity in all its forms, including worldview, communication, cultural rules and personal biases

Social Justice. Student demonstrates critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Students develop the commitment, skills, and knowledge necessary to contribute to justice through activism and engagement in both local and global communities.

Applied Learning. Student demonstrates the ability to make connections among ideas and experiences, and to synthesize and transfer learning to new or more complex situations beyond the classroom.

Communication. Student demonstrates the ability to develop and express ideas in writing and oral communication in many genres and styles, across a variety of technologies and platforms including visual media and/or other creative forms of expression, designed to increase knowledge, foster understanding or promote change.

Self-Awareness. Student demonstrates an ability to articulate and analyze one's own behaviors, actions or personal experiences and make connections to one's own learning and growth, clearly identifying strengths, weaknesses and biases.

Learning Options

AUSB is on the ten-week quarter system. Classes, which are all upper-division for three units, meet either face-to-face, online, or in a combination hybrid model. Face-to-face classes meet once a week for roughly three hours and extend over 10 weeks. Students are expected to spend approximately 7 hours per week of non-classroom learning, such as field work, data collection, reading and/or writing. Most courses are three quarter units which equates to 99 hours of learning in that subject. With roughly 30 classroom hours, that leaves about 69 hours of outside reading, writing, etc. in the 10 week time frame – so about 7 hours a week.

Seminars are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars go for 6 to 8 hours in a one or two-day time period. Between 25-27 hours of non-classroom learning are also expected for the seminar option. Some seminars may require papers whereas others may require more reading or an experiential project. Seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

Outside Learning Activities

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

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

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

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

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

Prior Experiential Learning

Prior Learning is college-level learning that 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. Many adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities.

Students who plan to document prior learning for credit are required to take a course entitled PLA 1000.SB Prior Learning Assessment Theory and Practice before beginning the documentation process. (See [Undergraduate Program Course Descriptions](#) section for a full description of this class.)

AUSB adheres to the standards recommended by the Council for Adult and Experiential Learning (CAEL) found at www.cael.org. Prior Experiential Learning is limited to a maximum of 45 quarter units. A maximum of 3 quarter units may be awarded to any one Prior Experiential Learning activity. Prior units may be earned if the student does not have 135 units at the time of transfer, and only in order to reach 135 units.

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 90 lower division semester units (135 quarter units) and complete the remaining 30 semester units (45 quarter units) through AUSB. This program partners 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 135 quarter (90 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 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 (first quarter requirement) also helps students understand and plan how to fulfill these requirements. In this section, requirements are first listed, then explained in more detail. Courses and requirements listed below are subject to change.

1. **Total Unit Requirement:** 180-200 quarter units overall.
2. **Residency Requirement:** The residency requirement specifies that a minimum of 45 quarter units must be earned at Antioch University. Units earned from documentation of Prior Experiential Learning do not count toward residency and are not calculated in determining full or part-time enrollment.
3. **Upper Division Requirement:** At least 45 upper-division units must be completed at Antioch University.
4. **Breadth/General Education Requirement:** Students must complete a minimum of 24 quarter or 16 semester units divided over four areas (see below). Each course only counts toward one area of the Breadth/General Education requirements. May be satisfied with transfer work (this requirement is automatically satisfied with completion of CSU GE Breadth Requirement or IGETC).

Communication

(6 quarter or 4 semester units with at least one lower-division course in English Composition with a grade of "C" or better)

Communication is an interdisciplinary field that integrates aspects of both social sciences and the humanities in the analysis of human communications and in the expression of ideas in writing, in discussion, and in live or recorded presentation. The study of communications ranges from interpersonal communication and small group communication to mediated personal communication and mass communications. Communication studies also examines how messages are produced and for what purposes and how they are interpreted through the political, cultural, legal, historical and social dimensions of their contexts. Communication studies prepares students for future work and study in any number of diverse fields, such as law, political organizing and public affairs, marketing, advertising, public relations, consulting and many others.

- All English writing or compositions regardless of prefix
- Communication or Media Studies
- Foreign Languages
- Journalism
- Linguistics

- Speech

Some AUSB Communication courses are:

COM 3320	Digital Storytelling: Online Magazine Publication	WRT 3110	Creative Writing
COM 3340	Writing for Broadcast Media	WRT 3131	Creative Writing: Fiction
COM 3520	Public Speaking	WRT 3190	Creative Writing: Nonfiction
COM 3530	Organizational & Interpersonal Communication	WRT 3390	The Personal Journal: Literature & Self Discovery
WRT 3100	Academic Writing	WRT 3941	Special Topics in Writing (1 unit)

Arts & Humanities

(6 quarter or 4 semester units with a grade “C” or better)

Courses in the arts and humanities connect us to the efforts of cultures to find meaning in the human condition reaching back to the beginning of recorded history. The many disciplines that make up the arts and humanities open up horizons of understanding about who we are and where we have come from, while also exercising our imaginations and creative engagement with our human destiny. The arts and humanities cultivate critical thinking, self-reflection, imagination, and a sense of play.

ARTS	HUMANITIES
Dance	Anthropology (cultural)
Design	Ethnic Studies
Film and Video	Foreign Language Literature
Music	Gender Studies
Painting and Sculpture	History

Photography	Humanities
Theater arts	Literature
Philosophy	

Some AUSB Arts courses are:

COM 3221	Environmental Documentary Filmmaking	COM 3360	Photojournalism
COM 3300	Social Justice Documentary Filmmaking	COM 3941	Special Topics in Film (1 unit)

Some AUSB Humanities courses are:

ECO 3010	Environmental Justice & Advocacy	PSY 3020	Mindfulness
GBL 3000	History of Globalization	RLG 3010	Buddhism
MGT 3750	Business Ethics & Social Responsibility	RLG 3941	Special Topics in Religion (1 unit)
PHL 3670	Ethical Issues in Contemporary Society	WRT 3390	The Personal Journal: Literature & Self Discovery
PHL 3690	Ethical & Legal Issues in Human Services		

Science & Quantitative

(6 quarter or 4 semester units with a grade "C" or better)

The science and quantitative reasoning requirement seeks to enrich students' understanding of the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. Accordingly, students broaden and deepen their understanding of the diversity and interrelatedness of human

knowledge through the sciences and quantitative reasoning and are better able to navigate quantitative reasoning and scientific information and frameworks.

SCIENCE

Anatomy
 Anthropology (physical)
 Astronomy
 Biology
 Chemistry
 Environmental Studies
 Geology
 Geography (physical)
 Health Science
 Nutrition
 Physics

QUANTITATIVE REASONING

Accounting
 Computer Science (intermediate and advanced)
 Finance
 Mathematics
 Research Methods
 Statistics

Some AUSB Science & Quantitative Courses are:

ECO 3020	Marine Ecology	ECO 3450	Global Environmental Studies
ECO 3040	Conservation Biology	ECO 3500	Anthrozoology: Human-Animal Relations
ECO 3050	Natural History of Santa Barbara	ECO 3941	Special Topics in Environmental Studies
MKT 3020	Web Analytics	MGT 3200	Business Finance
QNT 3600	Macroeconomics	QNT 3890	Research Methods & Statistics

Social Sciences

(6 quarter or 4 semester units with a grade “C” or better)

The social sciences involve studying the rapid emergence of the human sciences in the nineteenth and twentieth centuries, which earlier were modeled on the physical sciences, and have since attained their own internal forms of verification and confirmation of evidence. The contemporary social sciences involve the description and analysis of peoples and cultures, ethnic groups, and social classes from the perspectives of anthropology, sociology, psychology, economics, political science, linguistics, and hybrid sciences, such as political economy, that emerged from them. Students learn the theoretical and methodological developments that have advanced

our understanding of human beings, various social formations, behavioral patterns and structures, and dynamics of conflict and collaboration.

Addiction Studies	Law
Administration	Library Science
Anthropology	Management
Business	Organizational Management
Communication or Media Studies	Political Science
Economics	Education
Geography (cultural)	Gerontology
Human Development	Human Services
Psychology	Public Administration
Social Services Administration	Social Work
Sociology	Teacher Education

Some AUSB Social Sciences Courses are:

CDE 3030	Child Psychology	MGT 3750	Business Ethics & Social Responsibility
CDE 3040	Emerging Models of Early Childhood Education	MGT 3850.SB	Human Resources & Legal Issues
CDE 3050	Integrating Curriculum: Best Practices	MGT 3941	Special Topics in Business Management & Leadership
CDE 3060	Media, Technology & Children	MKT 3000	Market Analysis & Research

CDE 3070	Child Advocacy	MKT 3010	Integrated Marketing Communication
CDE 3080	Special Education: Response to Intervention	MKT 3030	Consumer Behavior
CDE 3200	The Parent/Child Relationship	MKT 3050	Strategic Marketing
CDE 3320	Adolescent Development	MKT 3060	Advanced Public Relations
CDE 3430	Theories of Learning & Cognition	MKT 3070	Brand Development
CDE 3941	Special Topics in Child Development & Education	MKT 3080	Consultative & Relationship Selling
COM 3210.SB	Interpersonal Communication in a Media World	POL 3470	Public Policy
COM 3230	Social Media	POL 3920	Engaged Citizenship
COM 3270.SB	Contemporary Issues in Media	PSY 3100	Global Perspectives on Stress
COM 3300	Social Justice Documentary Filmmaking	PSY 3201	Counseling Theory & Coaching Techniques
COM 3501	Media, Communication & Culture	PSY 3230	Personal Relationships: The Making & Breaking of Affectional Bonds
COM 3550	Intercultural Communication	PSY 3281	Psychology of Gender & Sexuality
	Group Dynamics	PSY 3330	Culture & Emotions
COM 3740	Advertising & Culture	PSY 3340.SB	Issues in Substance-based & Process Addictions

COM 3941	Films on Social Justice Topics	PSY 3350	Psychopathology: The Nature of Mental Illness in Contemporary Society
ECO 3000	Ecopsychology	PSY 3391	Positive Psychology
ECO 3010	Environmental Justice & Advocacy	PSY 3400	Theories of Personality
ECO 3500	Anthrozoology: Human- Animal Relations	PSY 3410	Transformation of Consciousness
ECO 3760	Sustainable Business Practices	PSY 3440	Social Psychology
ENT 3000	Entrepreneurship	PSY 3450	Community Psychology & Social Change
ENT 3770	E-business & E-commerce	PSY 3550	Healing from Trauma
ENT 3790	Business Planning & Development	PSY 3640	Principles of Group Counseling
GBL 3010	Human Rights	PSY 3681	Family Systems: Global Perspectives
GBL 3140	Conflict Management I: Nature & Cause	PSY 3690	Adult Development & Aging
HDV 4550.SB	Child Development	PSY 3801	Issues in Chemical Dependency
HDV 4581	Language Acquisition	PSY 3941	Special Topics in Psychology
INT 3031	Service Learning in the Community	SOC 3020	Social Justice Movements, Their Leaders & People
INT 3910	Career Planning	SOC 3050.SB	Pacific Rim Cultures & Communities

INT 3941	Readings on Social Justice Topics	SOC 3510.SB	Diversity & Cultural Awareness
MGT 3200	Business Finance	SOC 3770	The Latino Community in American Society
MGT 3220	Leadership & Project Management	MGT 3741	Organizational Strategy & Culture

5. **Core Course Requirements:** The Undergraduate degree requires the completion of six 3 quarter unit competencies. These 18 quarter units must be taken at Antioch University.

- Educational Foundations
- Academic Writing
- Ethics and Leadership (choose 1 from a slate of courses)
- Global (choose 1 from a slate of courses)
- Research (choose 1 from a slate of courses)
- Environmental (choose 1 from a slate of courses)

AUSB Core Course Categories	AUSB Core Courses that Count for Requirement	Breadth
Educational Foundations	Educational Foundations	Arts and Humanities
Academic Writing	Academic Writing PHL 3670 Ethical Issues in Contemporary Society	Communication
Ethics and Leadership	MGT 3750 Business Ethics & Social Responsibility PHL3690 Ethical Issues in Human Services POL 3920 Engaged Citizenship SOC 3780 Class, Race, Gender and Sexuality	Social Science
Global	GBL3000 History of Globalization	Social Science

	GBL 3610 Global Economics	
	PSY 3330 Culture and Emotion	
	COM 3550 Intercultural Communication	
	SOC 3510 Diversity and Cultural Awareness	
	MGT 3230 Managing in a Global Environment	
	QNT 3890 Research Methods & Statistics	
Research	MGT 3200 Business Finance	Science and Quantitative Reasoning
	MKT 3020 Web Analytics	
	QNT 3600 Macroeconomics	
	ECO3020 Marine Ecology	
Environmental	ECO 3050 Natural History of Santa Barbara	Science and Quantitative Reasoning
	ECO 3040 Conservation Biology	
	ECO 3450 Global Environmental Studies	

6. The core courses may also count as units for the concentration—please consult your Academic Advisor when making selections.

6. **Area of Concentration Requirements:** The Area of Concentration is the student's specialized field of learning. The student may include a Concentration in their program of study. The following stipulations apply:
- A Concentration must have a minimum of 36 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

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

- No more than 24 units may be evaluated by a single instructor/evaluator.
- No more than 20 units may be earned in any single outside setting such as an internship site.
- 45 upper division units must be taken at AU.
- 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 135 quarter units at time of transfer, and only to reach 135 total units.
- Prior Experiential Learning is limited to a total of 45 units. There can be no exceptions to this regulation.

Upper-Division Learning

Because Antioch University Santa Barbara offers a degree completion program, courses in the Undergraduate Program are upper-division level only. All lower-division coursework must be completed at another institution prior to transfer. Upper-division classes are numbered in the 3000s and 4000s. For internships and for all self-designed learning activities (Outside Learning Activities, Independent Studies), Antioch uses certain 3000 numbers. This numbering system is summarized as follows:

Upper Division	Type of Learning Activity
3000s	Antioch Classes
3960	Independent Studies
3980	Internships and Practica

The Undergraduate program requirements **must** include:

- 45 or more quarter units of upper-division learning.
- No more than 135 units of lower-division learning.
- No more than 24 units that are successfully completed can be taken with any one instructor/evaluator.
- Educational Foundations course and Academic Writing course to establish context and familiarize you with the skills you'll use as you progress academically.
- One Ethics and Leadership course, one Global Course, one Research course, and one Environmental course taken at Antioch.

The Undergraduate program requirements **may** include:

- Any number of extra units of upper-division learning beyond 45 as long as the total number of units does not exceed 200.
- 135 quarter units or fewer than 135 quarter units of lower-division learning.
- No more than 45 units of Prior Experiential Learning and only until the student reaches the 135 quarter unit maximum for transferable work.

Major Requirements for the Bachelor of Arts Degree in Management

Major Requirements

(54 quarter units in Management needed in total. At least 27 of those units need to be from upper-division courses)

Course Topics	Units
Business Finance	3
Leadership and Project Management	3
Managing in a Global Environment	3
The Business of: (Rotating Topics)	3
Management: Best Practices	3
Organizational Strategy and Culture	3
Human Resources and Legal Issues	3
Business Ethics and Social Responsibility	3

Integrated Marketing Communications	3
Strategic Marketing	3
Intercultural Communication	3
Entrepreneurship	3
Business Planning and Development	3
Global Economics	3
Capstone	3
Management Electives	9

Major Requirements for the Bachelor of Arts in Psychology

Major Requirements

54 quarter units in Psychology needed in total (at least 27 of those units need to be from upper-division courses).

Course Topics	Units
Introduction Psychology (Must be transferred to AUSB)	3

Research Methods	3
Statistics	3
Neuropsychology	3
Course in area of Psychopathology*	3
Course in area of Personality*	3
Course in area of Developmental and Aging*	3
Course in area of Learning and Cognition*	3
Course in area of Social and Community*	3
Course in area of Contemporary Issues in Culture & Practice*	3
Capstone	3
Psychology Electives	21

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

Applied Studies Degrees

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. Students who have 21 or more units in one cohesive technical area can transfer those units in as part of an Applied

Studies major and then complete the degree program through professionally-focused learning. You will benefit from the learning approach of our liberal education model while continuing to focus on your specified career path.

The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

These educational goals apply to each of the Applied Studies degrees; more specific objectives for the Applied Studies major follow below.

Bachelor of Arts in Applied Studies

Bachelor of Arts in Applied Arts & Media

Bachelor of Science in Applied Technology & Business Leadership

Bachelor of Arts in Applied Studies

The Bachelor of Arts in Applied Studies degree at AUSB gives college students with technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. In this program, you will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach.

You will find the courses at Antioch will expand your skills in written and oral communication, while fostering problem-solving and critical thinking skills and your ability to consider social and ethical context of your profession.

Graduates with a degree in Applied Studies can advance their careers or open new doors in a variety of fields, including design, hospitality, the culinary arts, cosmetology, auto mechanics, and more. Students often apply the problem solving and critical-thinking skills they learn in this program to their previous professional experiences in a leadership or supervising role.

The average time to complete an Applied Studies degree is 1-2 years, depending on number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- Use career, technical, and occupational skills as a basis to practice thinking critically about problems and solutions.
- Communicate effectively in writing and in person.
- Consider challenges and obstacles from multiple perspectives and create strategies for overcoming them.

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Arts in Applied Studies Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM 3230	Social Media	ENT 3000	Entrepreneurship
MGT 3220	Leadership and Project Management	ENT 3790	Business Planning & Development
MGT 3750	Business Ethics & Social Responsibility	ECO 3760	Sustainable Business Practices

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communications	WRT 3210	Professional Writing
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MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship
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Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
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21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Arts in Applied Arts & Media

The Bachelor of Arts in Applied Arts & Media degree at AUSB is ideal for people with technical skills in art, design, and media fields such as makeup design, video editing and post-production, or set design who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment.

In this program, you'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The average time to complete an Applied Studies degree is 1-2 years, depending on number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- Analyze arts and media as sites of representation across historical eras and cultural contexts
- Create art and media works that reflect their critical analytical abilities
- Articulate the way professionals' use of art and media has evolved and impacts marketing and communications

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Arts Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied

Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM 3250	World Media	COM 3230	Social Media
MKT 3020	Web Analytics	COM 3220	Documentary Filmmaking
MKT 3010	Integrated Marketing Communication	MKT 3050	Strategic Marketing
MGT 3220	Leadership and Project Management	COM 3320	The Odyssey: Digital Magazine Publications

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communications	WRT 3210	Professional Writing
MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship

Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
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21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Science in Applied Technology & Business Leadership

The Bachelor of Science in Applied Technology and Business Leadership degree is ideal for people in technology and business professions – such as auto mechanics, information systems, and medical technology – who want to learn the critical practical skills central to advancement in the field. In this degree program, your courses will focus on leadership perspectives, planning, and business tools, and learn how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

Graduates of the Applied Technology and Business Leadership program effectively prepare themselves for higher roles and greater responsibility in their field. With additional training from dedicated faculty and small class sizes, Antioch University Santa Barbara is an ideal environment for adult learners to pursue their career goals in applied technology, business, and leadership.

The average time to complete the B.S. in Applied Technology & Business Leadership degree is 1-2 years, depending on number of credits transferred into AUSB.

Learning Outcomes

- Use applied technology skills in a professional context while thinking critically about obstacles and their solutions from a leadership perspective
- Apply functional business tools, always keeping in mind the social responsibilities of business practices
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

Degree Requirements

Students need 180-200 quarter units to graduate from Antioch University Santa Barbara's Bachelor of Science in Applied Technology and Business Leadership Program. This program accepts a maximum of 135 quarter units in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer).

Major Core Coursework (choose 4 courses=12 quarter credits)

MKT 3010	Integrated Marketing Communication	MGT 3750	Business Ethics & Social Responsibility
MGT 3200	Business Finance	ENT 3000	Entrepreneurship
MGT 3220	Leadership and Project Management	ENT 3790	Business Planning & Development
MGT 3741	Organizational Strategy & Culture	GBL 3610	Global Economics

Professional Core Courses (4 courses=12 quarter credits)

COM 3550	Intercultural Communication	WRT 3210	Professional Writing
MGT 3230	Managing in a Global Environment	POL 3920	Engaged Citizenship

Applied Learning/Prior Experiential Learning (9 total quarter credits)

Capstone (3 quarter credits)	Experiential Learning/Internship (6 quarter credits)
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21 Technical or Professional course quarter credits approved by Antioch Advisor

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 purposeful action, or praxis, in order to test out the “hypotheses” that arise from 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 that builds upon itself allowing the student to have the knowledge to advocate for social, economic or environmental justice.

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. In a rare circumstance, if a student is unable to take Educational Foundations their first quarter, with permission from their academic advisor and Chair, they may be allowed to take the course in their second quarter. They will be unable to enroll in a third quarter without having passed the course.

Academic Writing Skills

All students are required to complete WRT 3100 Academic Writing in their first quarter. In a rare circumstance, if a student is unable to take Academic Writing their first quarter, with permission from their academic advisor and Chair, they may be allowed take the course in their second quarter. They will be unable to enroll in a third quarter without having passed the course. Students can choose to further enhance their writing skills by enrolling in any of the writing courses offered throughout their time here. 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.

Area of Concentration Requirement

The Area of Concentration is the student's specialized field of learning. The student may include an Area of Concentration in their program of study. An Area of Concentration consists of a minimum of 36 and a maximum of 60 quarter units of learning in a particular academic field; 24 units must be upper-division completed at Antioch.

Areas of Concentration

Currently, Antioch offers seven Areas of Concentration for which courses are regularly scheduled in the Undergraduate 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 & Education](#)
- [Communication & Marketing](#)
- [Business & Entrepreneurship](#)

- [Environmental Studies](#)
- [Applied Psychology](#)
- [Liberal Arts](#)
- [Professional & Creative Writing](#)

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 a field in which they will work with children. Antioch believes that childhood educators are among the most important in the educational spectrum. This degree provides students with an increased array of tools to bring to the all-important task of helping children develop to their fullest potential.

This concentration is ideal for people who seek careers in child development, education or advocacy, ranging from birth through adolescence. The degree also increases the student's marketability in a field with ever-increasing demands for trained professionals. Some students choose early childhood education as a vocation; others as a stepping stone into a K-12 credential program or Masters in Education.

Curriculum

The curriculum for this concentration allows students to deeply explore the principles and practices of childhood education, to consider their role in advocacy, and to think broadly about global issues and cultural contexts as they relate to child development. Students take courses in psychology plus courses specific to early childhood education, child and adolescent development, and other related disciplines within the liberal arts. A unique aspect of this concentration is that students are required to enroll in a practicum in which they observe and reflect on the delivery of different models of childhood education as they are presented to different age groups. CDE students are also required to get a TB test in order for them to participate in the required practicum.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 45 quarter units with at least 24 upper-division units in the CDE field completed at AUSB.

Recommended Prerequisites

- Child, Family and Community
- Health, Safety and Nutrition of Young Children
- Child Growth and Development

Required Courses for Concentration (36 units)

CDE 3030	Child Psychology (3)	CDE 3100	Practicum (3)
CDE 3040	Emerging Models of Early Childhood Education (3)	CDE 3200	The Parent/Child Relationship (3)
PSY 3470	Cognitive Psychology (3)	SOC 3510	Diversity and Cultural Awareness (3)
CDE 3070	Child Advocacy (3)		9 units of elective
CDE 3080	Special Education: Response to Intervention (3)	INT 3081	Capstone (3)

Communication and Marketing (CMMKT)

The Communication and Marketing 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 36 and a maximum of 60 quarter units with at least 24 upper-division units in CMMKT 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)

Required Courses for Concentration (36 units)

WRT 3210	Professional Writing (3)	MKT 3050	Strategic Marketing (3)
COM 3230	Social Media (3)	MKT 3010	Integrated Marketing Communication (3)
COM 3550	Intercultural Communication (3)	MKT 3020	Web Analytics (3)
MGT 3220	Leadership & Project Management (3)		9 quarter units of electives
MGT 3230	Managing in a Global Environment (3)	INT 3081	Capstone (3)

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.

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 36 and a maximum of 60 quarter units with at least 24 upper-division units in BE 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:

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

Required Courses for the Concentration (36 units)

MGT 3200	Business Finance (3)	ENT 3790	Business Planning and Development (3)
MGT 3750	Business Ethics & Social Responsibility (3)	GBL 3610	Global Economics (3)
MGT 3230	Managing in a Global Environment (3)	MGT 3220	Leadership & Project Management (3)
MKT 3050	Strategic Marketing (3)		9 quarter units of electives
ENT 3000	Entrepreneurship (3)	INT 3081	Capstone (3)

Internships

Internships that provide hands-on experience in management and nonprofit 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.

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. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

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

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. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter units with at least 24 upper-division units in ECO completed at AUSB.

Required Courses for the Concentration (36 units)

ECO 3010	Environmental Justice and Advocacy (3)	ECO 3450	Global Environmental Studies (3)
ECO 3020	Marine Ecology (3)	ECO 3760	Sustainable Business Practices (3)
ECO 3040	Conservation Biology (3)	POL 3920	Engaged Citizenship (3)
ECO 3050	Natural History of Santa Barbara (3)		9 quarter units of electives
GBL 3610	Global Economics (3)	INT 3081	Capstone (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).

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 36 and a maximum of 60 quarter units with at least 24 upper-division units in PSY 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

Require Courses for the Concentration (36 units)

PSY 3400	Theories of Personality (3)	PHL 3690	Ethical Issues in Human Services (3)
PSY 3440	Social Psychology (3)	PSY 3470	Cognitive Psychology (3)
QNT 3890	Research Methods (3)	PSY 3451	Contemporary Practices in Community Mental Health (3)
SOC 3510	Diversity and Cultural Awareness (3)		9 quarter units of electives

PSY 3201	Counseling Theory and Technique (3)	INT 3081	Capstone (3)
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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 Applied Psychology concentration prepares students for graduate work in psychology, social work, and other related fields. It provides a meaningful background for a variety of other professional careers, as knowledge in psychology is central to many professions in our service-oriented society.

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

- 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).

CDE 3030	Child Psychology (3)	MGT 3241	The Business of: (3)
CDE 3040	Emerging Models of Early Childhood Education (3)	MGT 3681	Management: Best Practices (3)
CDE 3050	Integrating Curriculum: Best Practices (3)	MGT 3741	Organizational Strategy & Culture (3)
CDE 3060	Media, Technology & Children (3)	MGT 3750	Business Ethics & Social Responsibility (3)
CDE 3070	Child Advocacy (3)	MGT 3850.SB	Human Resources & Legal Issues (3)
CDE 3080	Special Education: Response to Intervention (3)	MKT 3000	Market Analysis & Research (3)
CDE 3101	Practicum (3)	MKT 3010	Integrated Marketing Communication (3)
CDE 3200	Parent/Child Relationships (3)	MKT 3020	Web Analytics (3)
CDE 3320	Adolescent Development (3)	MKT 3030	Consumer Behavior (3)
CDE 3430	Theories of Learning & Cognition (3)	MKT 3050	Strategic Marketing (3)

COM 3221	Environmental Documentary Filmmaking (3)	MKT 3060	Advanced Public Relations (3)
COM 3230	Social Media (3)	MKT 3070	Brand Development (3)
COM 3250	World Media (3)	MKT 3080	Consultative and Relationship Selling (3)
COM 3270.SB	Contemporary Issues in Media (3)	MUS 3200	Exploration of Music (3)
COM 3300	Social Justice Documentary Filmmaking (3)	PHL 3670	Ethical Issues in Contemporary Society (3)
COM 3320	Online Odyssey – Digital Magazine Publication (3)	PHL 3690	Ethical & Legal Issues in Human Services (3)
COM 3340	Writing for Broadcast Media (3)	POL 3470	Public Policy (3)
COM 3350	Visual Communication (3)	POL 3920	Engaged Citizenship (3)
COM 3360	Photojournalism (3)	PSY 3020	Mindfulness (3)
COM 3501	Media, Communication & Culture (3)	PSY 3100	Global Perspectives on Stress (3)
COM 3520	Public Speaking (3)	PSY 3201	Counseling Theory & Technique (3)
COM 3530	Organizational & Interpersonal Communication (3)	PSY 3230	Personal Relationships (3)
COM 3550	Intercultural Communication (3)	PSY 3281	Psychology of Gender & Sexuality (3)
COM 3580.SB	Group Dynamics (3)	PSY 3330	Culture & Emotions (3)

COM 3740	Advertising & Culture (3)	PSY 3340.SB	Issues in Substance-based & Process Addictions (3)
ECO 3000	Ecopsychology (3)	PSY 3350	Psychopathology: The Nature of Mental Illness in Contemporary Society (3)
ECO 3010	Environmental Justice & Advocacy (3)	PSY 3391	Positive Psychology (3)
ECO 3020	Marine Ecology (3)	PSY 3400	Theories of Personality (3)
ECO 3040	Conservation Biology (3)	PSY 3410	Transformation of Consciousness (3)
ECO 3050	Natural History of Santa Barbara (3)	PSY 3440	Social Psychology (3)
ECO 3200	Sustainable Aid & Grassroots Initiatives (3)	PSY 3450	Community Psychology & Social Change (3)
ECO 3450	Global Environmental Studies (3)	PSY 3550	Healing From Trauma (3)
ECO 3500	Anthrozoology: Human-Animal Relations (3)	PSY 3640	Principles of Group Counseling (3)
ECO 3760	Sustainable Business Practices (3)	PSY 3681	Family Systems: Global Perspectives (3)
ENT 3000	Entrepreneurship (3)	PSY 3690	Adult Development & Aging (3)
ENT 3770	E-business & E-commerce (3)	QNT 3600	Macroeconomics (3)
ENT 3790	Business Planning & Development (3)	QNT 3890	Research Methods & Statistics (3)
GBL 3000	History of Globalization (3)	RLG 3000	Spirituality & World Religions (3)

GBL 3140	Conflict Management I: Nature & Cause (3)	RLG 3010	Buddhism (3)
GBL 3610	Global Economics (3)	SOC 3020	Social Justice Movements, Their Leaders & People (3)
HDV 4550.SB	Child Development & Learning (3)	SOC 3050.SB	Pacific Rim Cultures & Communities (3)
HDV 4581	Language Development & Acquisition (3)	SOC 3510.SB	Diversity & Cultural Awareness (3)
INT 3020	Educational Foundations (3)	SOC 3770	The Latino Community in American Society (3)
INT 3031	Service Learning (3)	WRT 3100	Academic Writing (3)
INT 3081	Senior Capstone (3)	WRT 3110	Creative Writing (3)
MGT 3200	Business Finance (3)	WRT 3130	Creative Writing: Fiction (3)
MGT 3220	Leadership & Project Management (3)	WRT 3190	Creative Writing: Nonfiction (3)
MGT 3230	Managing in a Global Environment (3)	WRT 3390	The Personal Journal: Literature & Self Discovery (3)

Professional and Creative Writing (PCW)

Antioch University Santa Barbara's concentration in Professional and Creative Writing (PCW) will prepare students for a profession in writing, with the ability to work in multi-genres and across platforms. For those who are passionate about writing and who want to address practical considerations such as employability, the curriculum offers a multi-genre approach built upon several disciplines: fiction, nonfiction, poetry, writing for traditional media, technical and business writing, and new media. Through both craft and workshop classes, students will develop their individual voice, as well as focus on their capacity to earn a living through writing.

Curriculum

The Professional and Creative Writing concentration is built upon the foundation of a core of traditional writing courses in fiction, creative non-fiction, online journalism and literary theory for social change. This focus is enhanced for the modern era with studies in writing for broadcast media, advanced screenwriting, long-form journalism, professional writing, advanced writing workshops and development of a professional portfolio.

Courses from other disciplines, such as studies of communication and media, psychology, and marketing, are used to enrich the concentration, as are seminars in such topics as travel writing, food writing, women in literature, publishing/distribution, storytelling and improvisation. Students are encouraged to use outside learning activities such as independent study with faculty to focus their concentration 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 36 and a maximum of 60 quarter units with at least 24 upper-division units completed at AUSB.

Recommended Prerequisites

English & Literature:

- Introduction to Creative Writing
- Literature and Film
- Screenwriting I
- Fundamentals of Technical Writing
- Survey of Literature (American, British, World)

Journalism:

- Reporting/Writing
- Mass Media and Society
- Choice of journalism publication course (print, online, radio etc.)

Film Studies:

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

Required Courses for the Concentration (36 units)

COM 3320	Odyssey (3)	WRT 3390	Personal Journal (3)
COM 3550	Intercultural Communication (3)	WRT 3210	Professional Writing (3)
WRT 3130	Creative Writing: Fiction (3)	WRT 3590	Literary Theory for Social Change (3)
WRT 3190	Creative Writing: Nonfiction (3)		9 quarter elective units
COM 3230	Social Media (3)	INT 3081	Capstone (3)

Internships

Internships which provide hands-on experience in the professional arena are encouraged. Students have the option of designing their own internships in consultation with their advisor. Options include interning with local radio stations, magazines, online journals.

Preparation for Graduate Study

The Professional and Creative Writing concentration prepares students for graduate work in multiple narrative areas, including writing for stage, screen, radio, and the page. AUSB offers a Master of Fine Arts in Writing and Contemporary Media. If you are interested in pursuing graduate study at Antioch, be sure to speak with your academic advisor or admissions counselor about your goals.

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.

The Early Decider Program

Antioch Undergraduate Students Master 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.

EDP Requirements & Deadlines:

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

- Apply to the Early Decider Program no later than Winter 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 before applying to the Early Decider Program in Winter and taken or registered for the CSET exam by end of Spring Quarter (see below for list of BA courses that will help you prepare for these exams – exam information found at www.cbest.nesinc.com and www.cset.nesinc.com respectively)
- CSET exam scores reported to the Education Program by Mid-July.

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
- Take POL 3920 Engaged Citizenship if transferred courses have not met the American Institution Requirement (Poly Sci 101 or History 101)
- Study/take CBEST over the quarter break

Winter

- Apply to MAE/TC or MEd/TC Program
- Enroll in and pass courses to satisfy BA degree requirements
- Report CBEST scores to Education Program
- Take and pass or register for CSET exam

Spring

- Enroll in and pass courses to satisfy BA degree requirements
- Enroll in INT 3081 Senior Capstone
- Take and pass or register for CSET exam

Summer

- Enroll in and pass courses for MAE/TC or MEd/TC Program (20 units)
- Report CSET scores to Education Program by mid-July

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/TC 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.

Transfer Credit Policy

Transfer credit for courses taken at other institutions is based on official transcripts issued directly to Antioch University Santa Barbara from the registrars of those institutions.

Institutions must be regionally accredited by one of the regional associations recognized by the Council on Postsecondary Accreditation. If an institution is not accredited by one of the regional associations at the time of the student's attendance, but subsequently becomes regionally accredited, the registrar may re-evaluate the transcript for consideration of transfer credits, upon a student's request. In addition, some institutions are not accredited by one of the regional associations named above but have obtained accreditation from one of the national institutional accrediting associations recognized by the Council on Postsecondary Accreditation. The registrar may present a transcript from an institution thus accredited to the faculty for consideration of transfer credits.

Credits are accepted as quarter hours. They are translated from semester hours according to nationally accepted formulae, based on the definition of the other college's credit unit as stated on the transcript or in the institution's catalog. Credits from schools also using the quarter system transfer 1 to 1; credits from schools on a semester system translate as follows: 1 semester credit = 1.5 quarter credit.

To be accepted for transfer credit, students must have earned a minimum of a C for undergraduate credit, and a minimum of a B for graduate credit.

Prior assurances of transfer credit given verbally by faculty members or staff at Antioch University Santa Barbara must be regarded as estimates or opinions. They do not commit the University to a course of action. Transfer credits are not official until they are evaluated by the registrar (in consultation with the chair of the student's academic program as needed) and entered into the student's academic record.

Undergraduate Transfer Credit

In the undergraduate program, transfer credit is applied in the first quarter of enrollment. Subsequent to enrollment, **consultation with the Undergraduate Academic Advisor** is required for any course to be taken at another institution for which the student wants credit applied toward their Antioch University Santa Barbara degree. Upon completion of the work, official transcripts must be forwarded to the Student Services office.

All undergraduate students transfer credits into the program, therefore the following regulations apply to transfer credits (*see also AU Prior Learning Policy 5.613*):

1. Grade of "C" or better (or the equivalent) must have been earned.
2. Of the 180 quarter credits required for graduation, at least **45** credits must be completed at AUSB (our residency requirement).
3. A maximum of 135 approved transfer quarter credits may be applied to the AUSB degree.
4. If more than 90 quarter credits are eligible for transfer, the transfer form must be reviewed by the undergraduate program to indicate which courses are eligible for specific course substitution.
5. Of the 135 approved transfer credits, any combination of lower division (usually numbered "100" or "200") and upper division (usually numbered "300" and "400") credits may be approved for transfer and applied toward the degree as long as the number of transfer credits does not exceed 135.

To insure breadth and balance in the liberal arts degree, the **135 quarter transfer** credits must be distributed within the four general education areas described below. No more than **90** quarter transfer credits may be accepted in any one of the following areas unless otherwise accepted by articulation agreement with another college or university.

(Note: A minimum of 6 quarter/4 semester hours in each category must be completed for degree completion.)

COMMUNICATION

Minimum 6 quarter/4 semester credits

Communication is an interdisciplinary field that integrates aspects of both social sciences and the humanities in the analysis of human communications and in the expression of ideas in writing, in discussion, and in live or recorded presentation. The study of communications ranges from interpersonal communication and small group communication to mediated personal communication and mass communications. Communication studies also examines how messages are produced and for what purposes and how they are interpreted through the political, cultural, legal, historical and social dimensions of their contexts. Communication studies prepares students for future work and study in any number of diverse fields, such as law, political organizing and public affairs, marketing, advertising, public relations, consulting and many others.

All English writing or composition classes, regardless of prefix

Communication or Media Studies	Linguistics
Foreign Languages	Speech
Journalism	

SOCIAL SCIENCES

Minimum 6 quarter/4 semester credits

The social sciences involve studying the rapid emergence of the human sciences in the nineteenth and twentieth centuries, which earlier were modeled on the physical sciences, and have since attained their own internal forms of verification and confirmation of evidence. The contemporary social sciences involve the description and analysis of peoples and cultures, ethnic groups, and social classes from the perspectives of anthropology, sociology, psychology, economics, political science, linguistics, and hybrid sciences, such as political economy, that emerged from them. Students learn the theoretical and methodological developments that have advanced our understanding of human beings, various social formations, behavioral patterns and structures, and dynamics of conflict and collaboration.

Addiction Studies	Law
Administration	Library Science
Anthropology	Management
Business	Organizational Management
Communication or Media Studies	Political Science
Economics	Psychology
Education	Public Administration
Geography (cultural)	Social Services Administration
Gerontology	Social Work
Human Development	Sociology
Human Services	Teacher Education

ARTS & HUMANITIES

Minimum 6 quarter/4 semester credits

Courses in the arts and humanities connect us to the efforts of cultures to find meaning in the human condition reaching back to the beginning of recorded history. The many disciplines that make up the arts and humanities open up horizons of understanding about who we are and where we have come from, while also exercising our imaginations and creative engagement with our human destiny. The arts and humanities cultivate critical thinking, self-reflection, imagination, and a sense of play.

ARTS	HUMANITIES
Dance	Anthropology (cultural)
Design	Ethnic Studies

Film and Video	Foreign Language Literature
Music	Gender Studies
Painting and Sculpture	History
Photography	Humanities
Theater arts	Literature
Philosophy	

SCIENCE & QUANTITATIVE REASONING

Minimum 6 quarter/4 semester credits

The science and quantitative reasoning requirement seeks to enrich students' understanding of the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. Accordingly, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge through the sciences and quantitative reasoning and are better able to navigate quantitative reasoning and scientific information and frameworks.

SCIENCE	QUANTITATIVE REASONING
Anatomy	Accounting
Anthropology (physical)	Computer Science (intermediate & advanced)
Astronomy	Finance
Biology	Mathematics
Chemistry	Research Methods
Environmental Studies	Statistics
Geology	

Geography (physical)

Health Science

Nutrition

Physics

In addition to transcript-based transfer credits, a maximum of 45 credits (the equivalent of one year) may be granted for non-classroom learning of all kinds (Prior Learning, CLEP or DANTES exams, evaluated experiential learning, etc.). CLEP and DANTES will be evaluated from original documentation only.

Because each major or concentration has a specific credit requirement, the number of credits required for graduation may occasionally exceed 180, if the student's transfer credits approach the maximum and if the major or concentration requires more than 45 credits. For degree completion, a minimum of 6 quarter credits in each of the four general education content areas must be completed.

Fractional Credit Policy

All Undergraduate Programs at Antioch University Santa Barbara are degree completion programs, which means all students transfer credit from other institutions. Transfer credits are accepted as quarter hours. They are translated from semester hours according to nationally accepted formulae, based on the definition of the other college's credit unit as stated on the transcript or in the institution's catalog. Credits from schools also using the quarter system transfer 1 to 1; credits from schools on a semester system translate as follows: 1 semester credit = 1.5 quarter credit.

Once all transfer credit has been reviewed and applied toward a student's degree, any remaining fractional credit $> .5$ credit will be rounded in favor of the student; $< .5$ will be rounded down and Academic Advisors will recommend the student take additional coursework.

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.

Conversion of Semester Units to Quarter 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

Once all transfer credit has been reviewed and applied toward a student's degree, any remaining fractional credit $> .5$ credit will be rounded in favor of the student; $< .5$ will be rounded down. Therefore, Fractions lower than one-half unit (0.5) are rounded down to the nearest unit.

Accredited Institutions

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

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

Antioch 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, Career, and Technical Courses

Antioch University Santa Barbara does not accept remedial courses, but accepts career and technical education courses under certain conditions. 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. Career education courses consist primarily of specific job skill training. Examples of these courses include, but are not limited to: culinary arts, medical technology, and real estate. Technical courses consist primarily of specific technical or applied skills, as opposed to courses that emphasize conceptual or theoretical learning. Examples of technical courses include, but are not limited to: die casting, technical drafting, analysis of asbestos, shorthand and typing, certain types of performance and methodological courses, and certification programs.

The BA in Liberal Studies program accepts up to 6 quarter units of lower division technical courses from accredited institutions for transfer toward the BA degree if the courses include conceptual learning as shown in catalog course descriptions and/or course syllabi. Students may petition to exceed this limit if they are able to demonstrate that these units represent an integral part of their Major Area of Concentration.

The BA in Applied Studies, the BA in Applied Arts & Media, the BS in Applied and Technology and Business Leadership degrees allow students with at least 21 quarter units in a cohesive area of professional focus to apply these career and technical education courses to one of the Applied Studies degrees.

Physical Education Units

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

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

Extension Courses and Continuing Education Units

Antioch accepts only certain types of extension courses for credit. Please check with the Advisor and Registrar whenever clarification is needed. Antioch normally does not accept Continuing Education Units (CEU's) for transfer credit. If learning acquired

through Continuing Education is relevant to a student's Antioch degree program, the student may sometimes be able to document it as Prior Experiential Learning, normally by adding additional reading or writing assignments.

Cooperative Education Credit

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

Credit Policies for Registered Nurses and Other Health Professionals

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

Credit from Foreign Institutions

Antioch accepts transfer credit for work undertaken at foreign institutions of learning. Students must have attended schools approved by national ministries of education, where the program of study is determined by Antioch to be equivalent to an accredited undergraduate or graduate program in the United States. Students should submit original or certified copies of their transcripts from the original foreign institutes of learning. Certified translations must accompany transcripts if original records are not written in English. Whenever possible, students should submit course syllabi, in order to accelerate the evaluation process. Evaluation of foreign transcripts should be performed by a professional evaluation agency. Foreign credentials are subject to the same overall standards and limitations on transfer credit presented elsewhere in this catalog. Questions regarding evaluation of foreign transcripts should be directed to the University Registrar.

Credit for CLEP Examinations

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

Transfer of Credit from the Armed Forces

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

Academic Advising

Each student is assigned to an Academic Advisor. 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.

Degree Audit

Students may log into AU Direct and click on the Degree Audit button to check their progress with requirements. This is a very helpful tool for students in their program. Advisors discuss plans with students individually as they review requirements for their academic program – what has been fulfilled and still needs to be fulfilled. Students should check their online Degree Audit regularly and use it to guide them through the Undergraduate program. As the student progresses in the program and with the completion of the requirements the degree audit must be reviewed by the student, their academic advisor and the Student Services Office. By reviewing the online degree audit, students 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 their program.

Concurrent Enrollment

If an Advisor approves a BA student's study at another institution for units not needed for residency, the student registers for the course(s) at the other institution, during the given quarter. The student must complete the Concurrent Enrollment Agreement form, accompanied by proof of registration at the second institution, with approval from their advisor. If the student passes the class with a grade of "C" or better, the units are transferred to Antioch and are recorded as transfer credit. Students must provide official transcripts of all concurrent learning to Student Services 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. Concurrent enrollment affects student status (e.g., part time or full time) and allows students to receive financial aid through Antioch University for all registered units from both institutions.

Attendance Policy

In order to uphold the academic integrity of the undergraduate program, particular emphasis is placed on attendance. **Students are expected to attend every class session.** If faced with extenuating circumstances, communicate with your instructor in advance to discuss options for a make-up assignment.

Ensure that you are present at the first and last class sessions for each course. Failure to attend at least eight class sessions will automatically result in a No Credit for the course. 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.

Waitlist Policy

Undergraduate courses are generally capped at 18 students. If a class is full you can still register and be added to the waitlist. Students should not "crash" classes and ask the instructor to add them. Based on the number of students on the waitlist and room capacity availability, it may be possible to open the waitlist and allow the first student access to the class. If there is space for 2 students, the first two would be allowed access and so on. If you have questions about accessing the class contact your Advisor.

Undergraduate 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 Request for Incomplete Form and

submit it to the instructor for approval. This 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 program no later than the Friday of Week 12. All make-up work must be submitted to the instructor by the agreed deadline, usually by the end of Week 2 of the following quarter, or else the incomplete converts to a “No Credit.” Once work is submitted, the instructor will update the narrative evaluation by no later than the end of the following quarter.

Candidacy for Graduation

In the quarter in which a student intends to graduate, the student must be registered for 1 or more units, or else be on Enrollment Maintenance Status. The student must file an Application for Graduation & Diploma Order form during the final term of residency. Graduation from the 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 they are ready for Candidacy in a given quarter.

Senior Capstone

All students are required to take the Senior Capstone course in their final quarter. Built around the campus mission and the Undergraduate Program’s Core Purposes, the class is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes, as well as the Core Purposes, from their Undergraduate learning. Students pick a topic related to their concentration to research, determine the key players, the current issues, and create an advocacy campaign – demonstrating their praxis for justice. They launch their campaign in week 7 and do a final presentation for the community discussing their learning in the program, with this campaign, and how they made a difference.

Graduation

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

1. The student must submit an Application for Graduation & Diploma Order form and payment in order for Antioch University to confer the degree.
2. Candidacy status must be approved by the Advisor and the Student Services 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 Antioch University Records Administration Office.

Preparation for Graduate Schools

Students should contact graduate schools early in their program to be sure their coursework and internships maximize entrance to desired programs. 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 Undergraduate Program does not guarantee admission into Antioch's graduate programs. The following information, however, may help Antioch students determine how best to prepare for some of these programs.

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.
- 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).

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 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.

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

Graduates of Antioch's Undergraduate 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.

Undergraduate Program Course Descriptions

Art Courses

ART 3941 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 3030 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 3040 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 3050 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 3060 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 3070 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 3080 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 3101 Practicum**3 units**

Students will spend 30 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. There will be a new topic assigned each quarter.

(CDE-3101 is a required course for CDE concentration students.)

CDE 3200 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 3320 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 3430 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 4550.SB 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 4581 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 3941 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 3210.SB 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 3220 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 smartphones, 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 3221 Environmental Documentary Filmmaking

3 units

Documentaries can be forceful tools in shaping environmental awareness. Very often they focus on the human impact on our natural world both in negative and positive ways. It no longer takes more than a smartphone to record environmental events from soil erosion to the devastating string of disasters in recent years that have plagued this small and, as we've all come to know, fragile planet. This class will focus on how to use documentary filmmaking to address the world within our own sphere. Students will study the issues at hand, then gather material and produce a short documentary focusing on a specific environmental concern. We will focus on story structure and simple ease-to-access media tools to achieve this end result.

COM 3230 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 3250 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 3530 Organizational and Interpersonal Communication

3 units

Contemporary, global society is a collection of overlapping organizations. We are educated in organizations, hired into organizations, acculturated in organizations, entertained in organizations, and encouraged to spend our money in organizations. Learning to communicate effectively and critically in organizations is crucial for survival and for success in contemporary society. In this class, we will study different approaches to understanding and to practicing organizational communication. Also, we will study the communication skills, particularly the interpersonal skills, and practices central to specific organizational processes.

COM 3270.SB 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 3300 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 3320 Online Odyssey: Digital 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 3501 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 3520 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 3550 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 nonverbal communication across cultures. Communication styles of various nationalities are examined along with such issues as dominance, gender, religion, prejudice, time, distance, and silence.

COM 3580.SB 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 3740 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 3941 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 3000 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 3010 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 3020 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 3040 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 3050 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 3200 Sustainable Aid & Grassroots Initiatives

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 grassroots oriented, using bottom-up approaches, involving constant conversation with aid recipients and using their feedback. Students will learn about sustainable aid in the context of collaborative, honest, realistic situations on the ground. We will focus on case studies that are mission-driven, people-oriented, marketable and scalable, well-managed and financed.

ECO 3450 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 3500 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 other's 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 3760 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 3941 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 3000 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 3770 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 3790 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 3000 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 3140 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 3610 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 3941 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 3020 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 3031 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 3081 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 3941 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 and Entrepreneurship Courses

MGT 3200 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 3220 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 3230 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 3240 The Business of:

3 units

This course provides instruction in various business management and administration topics. Topics of current interest in business and issues related to management and creation of sustainable business will be covered. Students will understand the characteristics, business strategies and environment unique to an industry. May be repeated up to four time.

MGT 3681 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 3741 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 3750 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 3850.SB 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 3941 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 3000 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 3010 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 3020 Web Analytics

3 units

This course explores best practices and applications for analyzing online marketing activities. Specifically, this course will explore the collection, measurement, and analysis of metrics for the purposes of improving web-based marketing. This course teaches web analytics through practical applications, with a focus on deriving actionable insights.

MKT 3030 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 3050 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.

MKT 3060 Advanced Public Relations

3 units

Advanced Public Relations is a course designed to further develop public relations

skills. Emphasis on public relations case studies and the development and execution of a public relations plan. Students will also learn specialized areas of public relations analyzing the state of contemporary media – online and off – and its impact on public relations examining key factors influencing reportorial and editorial coverage of entertainment, business, government and not-for-profit interests. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and other social media.

MKT 3070 Brand Development

3 units

Exploring the reasons why brands are so valuable and the factors that contribute to that value are crucial elements when developing a comprehensive marketing strategy. This course will examine the relevance and differentiation of brands. The concept of branding will be explored to understand how the branding of a product, company (or purpose) influences customer perception and the strategic thinking behind brand development. Real-world examples will illustrate how marketing communication tools and techniques can be used to build both a competitive advantage and brand equity.

MKT 3080 Consultative and Relationship Selling

3 units

Collaborative interaction when selling products and services assists the buyer to identify his or her needs. With Consultative and Relationship Selling, the customers' needs come first. We will explore how collaborative selling promotes and sustains customer loyalty and ultimate customer satisfaction. We will also discover how customer needs are identified through a combination of preparation and effective probing. The sales techniques we will examine will focus on the interaction between buyer and salesperson rather than the price or specific features of the product or service. Real-world examples will illustrate how Consultative and Relationship Selling tools and techniques can be used to build a competitive sales advantage in the marketplace.

Philosophy Courses

PHL 3670 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 3690 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 3941 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 3470 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 3920 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 3020 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.

PSY 3100 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 3201 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 3230 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 3281 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 transcultural context. Special emphasis is placed on the effects of oppression, including sexism, racism, misogyny and homophobia.

PSY 3330 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 3340.SB 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 3340.SB.*

PSY 3350 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 psychotherapeutic 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 3391 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 3400 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 their 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 3410 Transformation of Consciousness

3 units

This course examines some of the foundation for the transpersonal psychology

movement as well as current developments in the creation of a full spectrum model for human growth and development. Students focus on consciousness, dreams, new findings on the functioning of the brain, meditation, and other related areas. The course explores ideas about consciousness and how consciousness relates to one's thoughts and actions in the world. Experiential sessions focus on integration of course material into everyday life.

PSY 3440 Social Psychology

3 units

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

PSY 3450 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 3550 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 3640 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 3681 Family Systems: Global Perspectives & 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 3690 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 3941 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 3600 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 3890 Research Methods & Statistics

3 units

This course provides an in-depth examination of the importance of scientific research and covers research methodology including library searches, surveys, quasi-experimental, correlational, and experimental methods. Hypothesis testing through

statistical analysis to accept or reject the research hypotheses is covered. Internal validity of controls and procedures as well as external validity enabling generalization to target populations are discussed. Upon completion of this course, students will be equipped to critique claims in science and in the media. Satisfies Quantitative Relationship requirements. Required of all students—maybe satisfied with transfer work.

Religious Studies Courses

RLG 3010 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 3941 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 3020 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 3050.SB 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 3510.SB 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 3770 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.

SOC 3781 Class, Race, Gender, and Sexuality

3 units

This course examines class, race, gender and sexuality as categories of social difference. We will address how these categories shape society, individual life-chances, and daily social interactions. The course takes a social constructivist approach, i.e., rather than focusing on biological differences, we explore how our society shapes the way we come to understand and experience race, class, gender and sexuality. We will discuss how privilege and oppression are patterned by race, class, gender, and sexuality and how inequalities are perpetuated in institutional and interpersonal contexts. We will learn how these systems of inequality are highly interrelated- a concept called intersectionality. This course will offer you a new way of understanding social inequality and strategies for social change.

Writing Courses

WRT 3100 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 3110 Creative Writing

3 units

This course is an exploration 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 3130 Creative Writing: Fiction

3 units

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

WRT 3190 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 3200 Screenwriting

3 units

Students learn the fundamental building blocks of writing for the screen: character, conflict, scenes, dramatic structure, screenplay format, and the visual language of the screen. Students will acquire basic screenwriting skills through lecture, reading and

analyzing produced screenplays, and by writing and workshopping short scene exercises, culminating in each student pitching, writing and revising a ten-page script.

WRT 3210 Professional Writing

3 units

An advanced course in writing for a variety of professional applications including, science, business, grants promotion, and reporting. Students study conceptual and technical writing in a wide range of mediums for diverse audiences with attention to tone and style. Students engage in the writing process as it pertains to professional writing through drafting, revising, and presenting an individual portfolio that is immediately applicable to the professional writing environment.

WRT 3220 Advanced Creative Writing Workshop

3 units

In this class — a laboratory for working writers — students write extensively and participate in critiques of their own work and that of their peers. Instructors also examine work individually with students during conferences. Students are expected to come to the workshops with openness to various approaches toward literature and writing. There will be a strong focus on generating new work.

WRT 3223 Long Form Journalism

3 units

This course covers long form journalism, a branch of journalism dedicated to longer more in depth articles with larger amounts of content. The length of long form articles is between that of a traditional article and that of a periodical, often in the form of creative nonfiction or narrative journalism.

WRT 3390 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 3940 Portfolio/Thesis Project

3 units

Students are required to develop a portfolio of written work that represents significant efforts in creative or professional writing. This may include a major creative work, or a collection of minor works that may include any of the following: Non traditional writing assignments (e.g., creative scholarship, translations, editions, statistical studies). Work done for internships that are not easily classifiable as formal writing. Grants, applications, reports, promotions, technical report, or business writing.

WRT 3941 Special Topics in Writing**1 unit**

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

WRT 3950 Literary Theory for Social Change**3 units**

An advanced course in writing to advocate social change and social causes. Focuses on the study and practice of writing related to governance, citizenship, and civil society, including theories of Marxism, deconstructionism, postcolonialism, and eco-feminism. Students study and practice communication that aims to influence public understanding of civic issues, such as op-ed pieces, policy briefs, and political campaigns and functions within a civic organization to meet its mission, such as grants, educational brochures, and marketing documents.



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 (LMFT) and/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 on weekends, enabling students who follow the required course of full-time study to complete their degree in 24 months. Many flexible options are available, including half-time study.

[Master of Arts in Clinical Psychology General Description of the Program](#)

[Program Degree Requirements](#)

[Board of Behavioral Sciences Educational Requirements](#)

[Master of Arts in Clinical Psychology Required Curriculum](#)

[Personal Psychotherapy Requirement](#)

[Degree Concentrations](#)

[The Clinical Traineeship](#)

[Master of Arts in Clinical Psychology Course Descriptions](#)

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 and/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. It does not include the assessment or treatment of couples or families (unless the counselor has completed all of the additional training 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 one of three concentrations; either Somatic Psychotherapy, Latino Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full time 8 quarter completion of an MA in Clinical Psychology. The Latino Mental and Healthy Aging Concentrations can be completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and ethical practices are emphasized throughout the curriculum. Training in the application of psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice. 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, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and

communities. Faculty are seasoned professionals, many of whom are actively engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills. 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

- Theoretical Foundations of Professional Psychology
- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

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. 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 Somatic Psychotherapy (105 units in 27 months), Latino Mental Health (90 units in 24 months) or, with a Concentration in Healthy Aging (96 units in 24 months). The Program also offers a track for students interested in meeting qualifications for both MFT and LPCC by completing 9 additional units of coursework required for LPCC licensure. The Latino Mental Health and Healthy Aging concentrations may be completed in 8 full-time quarters. The Somatic Concentration and the LPCC option, with an additional 9th quarter. LPCC courses are offered online in the 9th quarter with one 3-unit course offered as a weekend or hybrid option in the 8th quarter.

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 Student Services 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.

Master of Arts in Clinical Psychology Required Curriculum

PSC 5011	Theories of Psychotherapy in Context (3 units)	PSC 5300	Psychotherapy with Children & Adolescents (3 units)
PSC 5031	Research Methods (3 units)	PSC 5311	Intimate Relationships (3 units)

PSC 5040	Human Development & Diversity (3 units)	PSC 5320	Trauma Counseling (3 units)
PSC 5041	Lifespan Human Development: The Older Adult (1.5 units)	PSC 5321	Crisis, Disaster & Emergency Response (1.5 units)
PSC 5050	Clinical Skills in the Multicultural Context (3 units)	PSC 5372	Human Sexuality & Counseling (3 units)
PSC 5051	Multicultural Awareness: Self, Culture & Context (3 units)	PSC 5382	Professional Ethics & the Law (3 units)
PSC 5061	Psychopathology (3 units)	PSC 5386	Practicum: Professional Orientation (0 Unit)
PSC 5070	Clinical Skills with Families and Couples (3 Units)	PSC 5451	Substance Related Disorders & Other Addictive Behaviors (3 units)
PSC 5071	Theories of Family Systems (3 units)	PSC 5460	Psychopharmacology for Therapists (3 units)
PSC 5072	Advanced Family Therapy: Special Populations (2 units)	PSC 5502	Domestic Violence: Spousal, Elder and Child Abuse (3 units)
PSC 5073	Advanced Family Therapy: Evidence Based Practice (2 units)	PSC 5510	Community Mental Health (3 units)

PSC 5080	Psychological Assessment: Evaluating Individuals & Systems in Context (3 units)	PSC 5551	Dual Diagnosis: Substance Related Disorders and Mental Illness (1.5 units)
PSC 5200	The Process of Group Psychotherapy (3 units)	PSC 5630	Loss and Bereavement (3 units)
PSC 5201	Clinical Skills I: The Psychotherapeutic Relationship (3 units)	PSC 6511	Practicum I: Clinical Evaluation & Crisis Interventions (3 units)
PSC 5202	Clinical Skills II: The Psychotherapeutic Process (3 units)	PSC 6512	Practicum II: Treatment Planning and Clinical Interventions (3 units)
PSC 5220	Group Theories (1.5 units)	PSC 6513	Practicum III: Case Conceptualization (3 units)
PSC 5240	Contemporary Theories of Psychotherapy (2 units)	PSC 6514	Practicum IV: Integrating Clinical Skills (3 units)

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the "Begin Personal Psychotherapy" form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family or group therapy during the course of the Program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once

the 20 hour requirement has been met the “Completion of Psychotherapy” form is submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone 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 concentrations in Somatic Psychotherapy, Latino Mental Health and Healthy Aging.

The concentration in [Somatic Psychotherapy](#) offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.

The courses required as part of the curriculum include:

[PSC 5700 Introduction to Theories and Techniques of Somatic Psychotherapy \(3 units\)](#)

[PSC 5702 Somatic Approaches to Trauma and PTSD \(3 units\)](#)

PSC 5703 Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy (3 units)

PSC 5704 Practicum: Somatic Psychotherapy Consultation (3 units)

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 5110 Latino Mental Health (3 units)

PSC 5160 Process of Bilingual Group Psychotherapy (3 units)

PSC 5170 Clinical Skills II: The Psychotherapy Process with Latino Clients (3 units)

PSC 6524 Practicum IV: Integrating Clinical Skills 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 5610 Social, Cultural, & Systemic Aspects of Aging (3 units)

PSC 5620 Clinical Skills with Older Adults (3 units)

PSC 6534 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 6110) 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 at their traineeship in order to graduate from the program. The Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latino Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latino or Hispanic clients. 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 associate.

To be eligible for traineeship, students must complete 18 quarter units, including Law and Ethics and Professional Orientation. Students will not be able to accrue traineeship hours until these requirements have been satisfied, they are enrolled in a Practicum course or will be beginning one. Students must have a traineeship site to be enrolled in the Practicum Courses.

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>).

LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (http://www.bbs.ca.gov/lpcc_program).

The Traineeship Application Process and Documentation

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 6500 series). Students are responsible for seeking and identifying traineeship sites on their own. The Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, 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 on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with

older adults and their families. Students enrolled in the 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 280 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 and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

When students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Master of Arts in Clinical Psychology Course Descriptions

PSC 5011 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 5031 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 5032 Evaluation and Outcome Research (LPCC Track)**1.5 units**

This course builds on PSC5031 to develop students' understanding of recent developments in measurement and evaluation and examines the role of evaluation in the development of programs and services. Students will learn about approaches to outcome based evaluation and gain skills in identifying appropriate data collection and analysis methods for research, needs assessment and program evaluation.

PSC 5040 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 5041 Lifespan Human Development: The Older Adult**1.5 units**

This course examines individual and family life cycle 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 5050 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 5051 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 5061 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 5070 Clinical Skills with Families and Couples

3 units

This experiential course focuses on the application of systems theory to psychotherapy with couples and families. Students learn assessment and intervention techniques that consider the context of the client and are aimed at changing the interactions between individuals and in the functioning of the family system as a whole.

PSC 5071 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 5072 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 diverse and "non-traditional" families and apply mental health approaches that correspond to their needs.

PSC 5073 Advanced Family Therapy: Evidence-based Practice

2 units

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

PSC 5080 Psychological Assessment

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 5081 Social & Cultural Factors of Assessment & Evaluation (LPCC Track)

1.5 units

This course builds on PSC5080 in examining the theoretical basis for social, psychological, and cultural assessment and evaluation of individuals and groups. Students will learn to use the major psychological assessments within a range of diagnostic presentations and apply the assessments within a social and cultural context including attention to ethical considerations in selecting, administering and interpreting assessment instruments.

PSC 5110 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 5121 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 and healing practices.

PSC 5150 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 with the aim of changing family interaction patterns.

PSC 5160 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 5170 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 5200 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 5201 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 5202 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 5220 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. Students will develop a foundation in formulating and creating groups for specific populations and gain basic skills in group facilitation.

PSC 5240 Contemporary Theories of Psychotherapy**2 units**

This course expands upon the material in PSC 5011 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 5250 Career Theories and Practice in the System

3 units

This course will provide the theoretical foundations of career counseling and explore important considerations in the provision of career counseling to multi-cultural client populations. Students will reflect on their own personal career/professional development and use this experience to gain a broader understanding of how clients experience their career development and what motivations guide their choices. Students will learn basic career counseling interview skills and become familiar with commonly used assessment tools. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data to help diverse client populations make effective decisions.

PSC5251 Career Theories and Practice

1.5 units

This course acts as a companion course to Career Theories and Practice in the System. It provides students with the practical experience necessary to understand and foster career/lifestyle development for diverse populations. This course teaches a range of skills to assist clients facing work and education related issues from a multi-cultural perspective. In addition, the course will address the role of career planning within the counseling domain by discussing subjects such as job searches, resume building, and interview preparation. Major course topics will include the delivery of culturally sensitive career counseling, the complex relationship between professional life and personal life, and career assessments. Students will learn to utilize knowledge gleaned within each of these realms to administer thoughtful, ethical, and competent career counseling.

PSC 5300 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 5311 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 5320 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 5321 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 5372 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 5382 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 5386 Practicum: Professional Orientation

0 unit (completion required to enter traineeship)

In this course students are oriented towards beginning practice in their traineeships as licensed professionals. The policies and procedures of the Board of Behavioral Sciences (BBS) including knowledge of the required paperwork and regulations involving training that meets BBS standards are covered. Students will gain an overview of the licensure process and their responsibilities and limitations at the Trainee level. Professional persona is addressed and a vocational component helps prepare students to apply for an interview with training sites.

PSC 5451 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 5460 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 5461 Psychopharmacology for Therapists

1.5 units

This course builds on PSC5460 to cover biological basis of behavior, basic classifications and indications for use. Particular attention is paid to the contraindication of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Students will gain skills such as comprehensive psycho-social assessment that includes medication assessment from a holistic perspective that considers the integrated health and wellness of clientele from diverse populations.

PSC 5502 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 5510 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 5551 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 5552 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 and investigated.

PSC 5600 Healthy Development Throughout the Aging Process

3 units

Individual and family life cycle 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 5610 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 5620 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 5631 Loss and Bereavement Through the Lifecycle

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. Students learn to recognize ethnic variations, traditions, and needs and within specific populations with regard to loss and, gain self-awareness regarding their own responses to loss, death and dying.

PSC 6511 Practicum I: Clinical Evaluation and 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 6512 Practicum II: Treatment Planning and Clinical Interventions

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 within the context of the treatment setting.

PSC 6513 Practicum III: Case Conceptualization

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 counter-transference issues will be examined.

PSC 6514 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 6530 Practicum/Special Project

3 units & 4 units

This course allows students to develop a project that focuses on an area of special interest in the field of Psychology. The project can be a thesis, project, or supervised practicum relevant to the chosen area of specialization. The project is proposed by the student and approved by the supervisor assigned who oversees the practicum/project. Additional readings and learning resources are integrated and practiced throughout the project to strengthen application.

Somatic Psychotherapy Concentration Courses

PSC 5700 Introduction to Theories and Techniques of Somatic Psychotherapy

3 units

In this course, students will critically examine historical theories of the body and mind interconnection in psychotherapy with reference to current theoretical models and techniques. The course will provide a basis for an interdisciplinary, holistic perspective that will inform the development of treatment planning skills and therapeutic orientation with individuals, groups, children, and adolescents.

PSC 5701 Neurobiology, Stress, and Somatic Psychotherapy

1.5 units

In this online course students will critically read and discuss texts from current areas of interpersonal and affective neurobiology with a focus on attachment, affect regulation and dysregulation, stress, PTSD and trauma as they relate to clinical work.

PSC 5702 Somatic Approaches to Trauma and PTSD

3 units

This course will focus on recent advances in understanding the effects of trauma on the brain, mind, and body in general and with regard to specific forms of complex trauma and PTSD. Major current theorists and practitioners in the field will be studied in depth including Van der Kolk, Levine, Ogden, and Porges. Students will develop a solid theoretical understanding as well as training in specific treatment modalities and methods. Practical application to children, adolescents, veterans and other adult survivors of various forms of abuse and trauma will be addressed. Building upon traditional psychotherapeutic techniques and principles, students will learn approaches viewing the body as central in the therapeutic field of awareness, and includes

observational skills, theories, and interventions not usually practiced in psychodynamic psychotherapy.

PSC 5703 Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy **3 Units**

This experiential course is grounded in somatic therapies' principles and practices, and will provide the student experience in integrating these practices with verbal psychotherapy. This course will draw from the field of expressive arts therapies, from mindfulness practices and from somatic psychotherapy practices. This course includes: the use of movement, music, art and journaling in therapy, with a focus on present-moment and body-centered experience; directed mindfulness; and experience with Sensorimotor Psychotherapy, Somatic Experiencing, Hakomi, and Dance/Movement Therapy. The course will be experiential and will focus on practical application, as the student learns to integrate somatic tools in the here-and now context of therapy, and engage client collaboration with somatic and expressive intervention. The course builds upon, and expands, the student's previous clinical training, and the theoretical information offered in additional somatic courses.

PSC 5704 Practicum: Somatic Psychotherapy Consultation **3 units**

This Practicum course focuses specifically upon group and dyadic work with specific current cases with presentations, discussions and explorations relating to the application of the theories and techniques learned in the program. This will synthesize all aspects of somatic psychotherapy with assessment, treatment plans, differential diagnosis, course of treatment, choice of modalities, working with multiple diagnoses, cultural sensitivity, transference and countertransference, clinical intuition and the art and science of psychotherapy.

PSC 5705 Standards of Practice and Ethical Issues in Somatic Psychotherapy **1.5 units**

This online course will cover the most current statutes, regulations, and ethical standards relating to psychotherapy and specifically somatic treatment modalities and techniques. Emphasis is placed on developing the basis for ethical decision-making regarding issues surrounding touch and physical contact, informed consent, clinical judgement, transference/countertransference, boundary issues, differential diagnosis, and treatment planning.

Healthy Aging Practicum Courses

PSC 6531 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 6532 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 6533 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 6534 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.

Latino Mental Health Practicum Courses

PSC 6521 Practicum I: Clinical Evaluation and Crisis Intervention with Latino Clients

3 units

This practicum course is a blend of theory, skills, and consultation focusing on students' initial experiences in a clinical traineeship. Students learn the basics of working with non-profits and other agencies. Early stages of treatment are examined including establishment of the therapeutic relationship, identification of critical issues and factors related to healthy functioning. Students learn to conduct a comprehensive interview to obtain an assessment of cases within a family, social, economic, and medical context, and standards of documentation. The course also addresses the identification of psychosocial stressors, emergent issues, and crisis situations in order to target them for immediate intervention and establishing treatment goals. Attention is given to

prevention and intervention within the context of working with Latino families and within the context of the Latino community.

PSC 6522 Practicum II: Diagnosis and Treatment Planning with Latino Clients

3 units

This practicum course builds upon the skills acquired in Practicum I: Clinical Evaluation and Crisis Intervention. Students will integrate diagnostic skill and application of specific theories including evidence-based treatments to formulate treatment planning and clinical interventions. Students will learn to apply a systemic perspective that considers collaborative treatment services and social, community, family, and cultural systems. The effect of trauma as well as psychological health, resiliency and wellness are considered. Students will learn fundamentals of establishing the therapeutic relationship and beginning stages of therapeutic processes including use of self and therapist self-care concerns.

PSC 6523 Practicum III: Clinical Interventions with Latino Clients

3 units

This practicum course focuses on providing individual and family interventions, including the use of evidence based treatments and the effects of trauma. The discussion focuses on interventions with Latino clients within a systemic context. The course addresses social, community, family, and cultural systems (including uses and abuses of technology), and points of intervention as they interface with psychological health, resiliency and wellness. Boundary issues, confidentiality issues, therapist use of self, and the therapeutic relationship are examined.

PSC 6524 Practicum IV: Integrating Clinical Skills with Latino Clients

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 of stages of psychotherapy, to write case conceptualization reports, and to document short and long term plans.



Master of Arts in Psychology (MAP)

The Master in Psychology degree provides foundational practical and theoretical knowledge for a sustainable and successful career in the field of psychology. Students completing this course of study do not meet criteria for licensure but are qualified for consideration in a variety of fields of psychology or for entry into doctoral programs.

The core of this degree includes:

- Strong emphasis on theories of human development throughout the lifespan and within the social context,
- Evidence based research
- Counseling approaches outside of psychotherapy
- A 60-unit program that includes a Practicum/Special Project sequence of 11 units

[Master of Arts in Psychology Curriculum](#)

[Master of Arts in Psychology Course Descriptions](#)

Master of Arts in Psychology Curriculum

Students in the Master of Arts in Psychology program must complete 60 units. Provided below is a sample curriculum plan.

*Courses offered online or on weekend.

Winter Term (10.5 units)

PSC 5011 Theories of Psychotherapy in Context (3)

- PSC 5040 Human Development and Diversity (3)
PSC 5051 Multicultural Awareness: Self, Culture, and Context (3)
PSC 5321 Crisis, Disaster, and Emergency Response (1.5) *

Spring Term (11 units)

- PSC 5031 Research Methods (3)
PSC 5451 Substance Related Disorders and Other Addictive Behaviors (3) *
PSC 5610 Social, Cultural, and Systemic Aspects of Aging (3)
PSC 5630 Loss and Bereavement (2) *

Summer Term (13 units)

- PSC 5041 Lifespan Human Development: The Older Adult (1.5) *
PSC 5061 Psychopathology (3)
PSC 5510 Community Mental Health (3)
PSC 5551 Dual Diagnosis: Substance Related and Co-Occurring Disorders (1.5) *
PSC 6530 Practicum / Special Project (3)

Fall Term (13.5 units)

- PSC 5220 Group Theories (1.5)
PSC 5502 Domestic Violence: Spousal, Elder and Child Abuse (3)
PSC 5372 Human Sexuality and Counseling (2) *
PSC 5600 Healthy Development Throughout the Aging Process (3)
PSC 6530 Practicum / Special Project (4)

Winter Term (13 units)

- PSC 5320 Trauma Counseling (3)
PSC 5200 The Process of Group Psychotherapy (3)

PSC 5250 Career Theories and Practice I (3)

PSC 6530 Practicum / Special Project (4)**

**PSC 6530 Practicum / Special Project courses can be a thesis, project, or supervised practicum relevant to the chosen area of specialization

Master of Arts in Psychology Course Descriptions

PSC 5011 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 5031 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 5040 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 5041 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 5051 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 5061 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 5200 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 5220 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 5250 Career Theories and Practice in the System**3 units**

This course will provide the theoretical foundations of career counseling and explore important considerations in the provision of career counseling to multi-cultural client populations. Students will reflect on their own personal career/professional development and use this experience to gain a broader understanding of how clients experience their career development and what motivations guide their choices. Students will learn basic career counseling interview skills and become familiar with commonly used assessment tools. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data to help diverse client populations make effective decisions.

PSC 5251 Career Theories and Practice**3 units**

This course acts as a companion course to Career Theories and Practice in the System. It provides students with the practical experience necessary to understand and foster career/lifestyle development for diverse populations. This course teaches a range of skills to assist clients facing work and education related issues from a multi-cultural perspective. In addition, the course will address the role of career planning within the counseling domain by discussing subjects such as job searches, resume building, and interview preparation. Major course topics will include the delivery of culturally sensitive career counseling, the complex relationship between professional life and personal life, and career assessments. Students will learn to utilize knowledge gleaned within each of these realms to administer thoughtful, ethical, and competent career counseling.

PSC 5320 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 5321 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 5372 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 5450 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 5502 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 5510 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 5551 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 5600 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 5610 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 6530 Practicum/Special Project

(11 units over three quarters)

This course allows students to develop a project that focuses on an area of special interest in the field of Psychology. The project can be a thesis, project, or supervised

practicum relevant to the chosen area of specialization. The project is proposed by the student and approved by the supervisor assigned who oversees the practicum/project. Additional readings and learning resources are integrated and practiced throughout the project to strengthen application.



Master of Business Administration in Social Business, Non-Profit Management, and Strategic Leadership

The AUSB MBA is a 36-unit program that concentrates on the development of strategic leadership competencies in a collaborative learning environment built upon the socially responsible values of the Antioch University MBA.

This intensive 16-month MBA degree program features courses in social business, corporate/non-profit management, and strategic leadership. AUSB educates a generation of leaders with a strong sense of social awareness and values, who embrace the need to give back to their communities. Our students learn to be strategic, values-based leaders who make a significant contribution to their companies, organizations, and communities by applying the latest management tools, models, and theory.

AUSB's MBA program offers students two schedule options for completing your MBA while managing multiple life priorities. Our traditional, face-to-face schedule features weekly classes with faculty, peers, and mentors on our beautiful Santa Barbara campus. Optionally, the hybrid schedule allows you to complete some coursework online while balancing other full-time responsibilities. Both options will immerse you in a rigorous yet supportive learning environment.

Our approach focuses on these pillars of excellence:

- Holistic personal and professional development
- Innovative problem solving and executive management techniques
- Globalization and cross-cultural relationship training
- High-power digital brand development and marketing communications
- Social and environmental responsibility that empowers positive change

Learning Outcomes

Program Length & Schedule

Attendance Policy

Master of Business Administration Course Descriptions

Learning Outcomes

Beyond the basics, our coursework prepares MBA students to take on leadership roles, offering solutions to challenging problems in corporate and non-profit management.

- **Social Responsibility:** Proficiency in synthesizing and applying foundational theory and practices in order to create a socially responsible company or non-profit organization.
- **Financial Strategies:** The skills to implement integrated strategies that will strengthen the financial sustainability of companies or non-profit organizations.
- **Human Resource Development:** Development of an organizational culture and the implementation of practices that support human well-being and the successful performance of the individual, team, unit, and organization.
- **Systems Thinking:** Use of analytic, strategic, and collaborative decision making and innovative problem solving in order to manage complex and changing organizational systems.
- **Leading Change and Self-Development:** Application of theories of change and leadership in order to guide businesses and organizations towards a socially responsible, successful, and sustainable bottom line. As a self-aware manager, he or she reflects upon areas for improvement and continues to evolve and develop the necessary interpersonal and intrapersonal skills to be an effective leader.
- **Integrated Application:** Synthesizing and applying knowledge, metrics, and skills to promote organizational success through the development of a comprehensive strategy and implementation plan.
- **Global and Cultural Diversity:** Awareness and appreciation of global and cultural diversity as part of an interconnected world and can apply an understanding of the social, political, economic, and cultural context in order to lead an inclusive and equitable global company or non-profit organization.

Program Length & Schedule

Students complete their MBA in 4 semesters over the course of 16 months of full-time study (each semester is 4 months long). They may choose from one of two learning schedules:

Traditional Schedule

Students complete the MBA courses in person at our Santa Barbara campus throughout the entire 16 months of the program, as follows:

- Weekly evening classes
- Special intensive Friday/Saturday weekend sessions held once a month
- Monthly Friday MBA workshops on special topics, led by world-renowned experts
- Weekly Project Labs, as part of your Integrative Strategy Project, led by faculty and seasoned business professionals

Hybrid Schedule

To accommodate the learning style and scheduling needs of busy people who are balancing multiple responsibilities, students may choose an optional hybrid schedule. In this schedule, students complete MBA courses through AUSB's virtual learning environment, accessed online, throughout the entire 16 months of the program. In addition, they attend courses in-person at our Santa Barbara campus, as follows:

- Special intensive Friday/Saturday weekend sessions held once a month
- Monthly Friday MBA Workshops on special topics, led by world-renowned experts.
- Weekly Project Labs, as part of your Integrative Strategy Project, led by faculty and seasoned business professionals. May be completed either in-person or using AUSB's virtual learning environment.
- *Please note that due to federal regulations, international students will not qualify for this schedule.*

Attendance Policy

The MBA program requires all students to attend all courses for which they have registered. Because student attendance and participation is an essential part of the learning experience, unexcused absence from a class, or residency 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 this program with the course instructor or Program Chair in advance.

Master of Business Administration Course Descriptions

BUS 5000 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 non-profit 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 non-profit. 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 5010 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 5020 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 5030 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 non-profits. Topics will include cash flow analysis, financial reporting, and various measurement systems for the evaluation of financial and non-financial metrics of performance.

BUS 5040 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 5050 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 6003. 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 5060 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 5200 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.

BUS 5210 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 21st century. This course provides a framework for understanding the connection among ethics, law, and regulation in business environments.

BUS 5220 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 6000 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 non-profit 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 6001. 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.

BUS 6001 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 non-profit 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.

BUS 6002 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 6001, interviews from BUS 6000 and curriculum skills from previous course activity.

BUS 6003 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.

BUS-6004 Workshop (0 units)

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 non-profit business communities. Our outstanding MBA Advisory Group, comprised of both for-profit and non-profit leaders, will play an active role in these events.



Master of Fine Arts in Writing & Contemporary Media

In AUSB's Master of Fine Arts in Writing & Contemporary Media program, students learn the craft of professional storytelling. Whether students prefer writing for the page, the stage, the screen, or new media, they will discover how to use the fundamental elements of narrative to craft stories. When students complete the MFA degree, they will not only have a professional-level product in their chosen genre, but will be prepared to apply their skills to any field that requires creative communication. Empowered with crucial knowledge about the past, present and future of their discipline, students are also prepared to make innovative and significant contributions in their field by incorporating the core values of Antioch University in the profession and craft of writing.

[Program Overview](#)

[Program Design](#)

[Program Goals](#)

[Curriculum Format and Delivery](#)

MFA Program Overview

AUSB's student-centered MFA program empowers writers to explore the ever-changing landscape of storytelling through numerous genres: film and television, stage, and Internet. Through intensive study and mentorship, students strengthen their creative thinking and writing skills, applying those skills to their chosen focus. With this balance of creative expression and practical application, our graduates are able to:

- Write creatively and persuasively across a range of genres and formats
- Employ a full range of story-crafting techniques in various professional settings
- Understand how to match the right creative goal with the right genre and media platform
- Apply innovative narrative strategies to professional communication

- Understand how to market and sell their own creative product

MFA Program Design

The AUSB low-residency MFA program consists of 48 units of coursework completed over four semesters. Each semester begins with a 7 day residency in our picturesque Santa Barbara setting, in which students and faculty engage in intensive study and community-based learning. The remainder of the semester takes the collaborative process into our virtual setting, allowing students the freedom to pursue their creative projects with continued mentorship from their instructor. During their program, students can opt to devote one semester to studying with students and faculty in the MFA in Creative Writing program at Antioch's Los Angeles campus where the focus is on fiction, poetry, or creative nonfiction.

MFA Program Goals

Students of Antioch Santa Barbara's Writing & Contemporary Media will demonstrate:

1. Mastery of creative writing skills in at least one area of contemporary media, such as writing for film, television and radio, or print and digital publishing
2. Capacity for critical reading, writing and thinking skills required of a writer for contemporary media
3. Knowledge of ethical dilemmas and social values of contemporary media
4. Skills and strategies for supporting and sustaining a life as a professional writer.

MFA Curriculum Format & Delivery

AUSB's MFA in Writing and Contemporary Media program is a low residency program that is made up of 48 academic units distributed across four semesters. Every semester begins with a 7 day residency. Each semester continues using Antioch University's virtual learning environment (i.e., Sakai) for the remainder of the term. Students will also be required to attend a 3-day Graduation Residency to make a final presentation of a portion of their Thesis Project.

Residencies

The Residency is an essential part of the AUSB MFA experience. Students spend an intensive week immersed in craft seminars, writing workshops, and developing an individualized reading and writing plan for the coming semester under the guidance of a mentor who is an expert in the student's chosen genre of writing. Residencies also typically include guest artists. Recent guest artists include Pulitzer Prize-winning novelist and screenwriter Richard Russo, acclaimed screenwriter Leslie Dixon, and writer/directors Jane Anderson and Billy Ray.

Students attend four full residencies, one before each of the four semesters of the program. After the end of the fourth semester, students attend a fifth “graduation residency” for 3 days where they will each present a portion of their final manuscript and attend a graduation ceremony.

Project Periods

After each residency, students return home and begin a 20-week project period. During this time, each student will submit 5 packets of work to their mentor. Each packet will contain 25-30 pages, which will include both scholarly and creative writing. Students will read at least two books, plays or screenplays during each packet period, and will write short annotations of each work read.

During the student’s final two semesters, they will create a final manuscript or project appropriate to their chosen genre. For example, a screenwriter would create a polished draft of a feature-length screenplay. Or a TV writer might create a pilot script for a series as well as a second episode script. For emerging media, the length and format of the project will be determined in consultation with a faculty mentor.



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

Master of Arts in Education with M/M Education Specialist Credential

Master of Arts in Education with M/M Education Specialist Credential Curriculum

Preliminary Education Specialist for Mild & Moderate Disabilities Credential

Preliminary Education Specialist for Mild & Moderate Disabilities Credential Curriculum

Induction Program

Induction Program Curriculum

Multiple Subject Certificate Program

Multiple Subject Certificate Program Curriculum

Nature-Based Early Childhood Education Certificate Program

Nature-Based Early Childhood Education Certificate Program Curriculum

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education Curriculum

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ)

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ) Curriculum

Education Course Descriptions

Programs of Study

- Master of Education and Multiple Subject Teaching Credential (MEd/TC)
- Master of Arts in Education with Dual Credential (MAE/TC)
- Preliminary Multiple Subject & Preliminary Education Specialist for Mild Moderate Disabilities Credential Certificate
- Preliminary Education Specialist for Mild Moderate Disabilities Credential Certificate
- Preliminary Multiple Subject Credential Certificate
- Nature-Based Early Childhood Education Certificate
- Induction Program
- Master of Arts in Education with concentration in Leadership and Social Justice (MAE)
- Master of Arts in Education with concentration in Nature-Based Early Childhood Education (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 clear their preliminary credentials in our

Teacher Induction Program. Teachers holding a CA Multiple Subject or Secondary credential can add the Education Specialist for Mild Moderate Disabilities as an additional authorization with or without the Master of Arts degree.

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

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 five-quarter program beginning in summer and ending the following summer.

The Multiple Subject Credential 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 to address the Common Core State Standards using a progressive approach to theory and practice.
- Uses ethnographic methods to deepen knowledge about teaching and learning.
- Supports candidates to develop 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 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.
- 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.

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 Preliminary Multiple Subject Teaching Credential at the end of the fourth quarter. The low residency 5th quarter allows candidates to search for teaching positions outside of the local area while they complete their Master's Projects.

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 and differentiated instruction to meet the academic and social needs of all students in the classroom.

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/BC 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.

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

Quarter 1 (Summer)

Total: 14-20 units

Prerequisites to the program:

HDV 4550.SB	Child Development & Learning (3 units)
HDV 4581	Language Development & Acquisition (3 units)

Core courses:

TEP 5051.SB	Reading Instruction in the Elementary School Classroom (2 units)
TEP 5360.SB	Foundations of Social Justice Education (4 units)
TEP 5361	Foundations of Social Justice Education Lab (1 unit)
TEP 5370.SB	Mediation & Conflict Resolution in Schools (3 units)
TEP 6011	Social & Legal Dimensions of Special Education (2 units)
TEP 6012	Teaching & Accommodating Students with Disabilities (1 unit)
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 23 units

TEP 5070.SB	Real World Mathematics (3 units)
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TEP 5191	Educational Technology for Universal Design (3 units)
TEP 5330.SB	Field Practicum (10 units)
TEP 5380.SB	Classroom Organization: Theory & Practice (3 units)
TEP 6141	Inquiry Project Planning (3 units)
TEP 5052	Reading Instruction in the Elem School Classroom (1 unit)

Quarter 3 (Winter)

Total: 23 units

TEP 5040.SB	Social Science & Children's Experience (3 units)
TEP 5110.SB	Language Arts Curricula: Theory & Methods (3 units)
TEP 5121	Student Teaching with Professional Seminar I (12 units)
TEP 5130.SB	The Arts and Culture in Learning (3 units)
TEP 6161	Inquiry Project Data Collection & Beginning Analysis (2 units)

Quarter 4 (Spring)

Total: 21 units

TEP 5100.SB	Science: Discovery Teaching, Action Learning (3 units)
TEP 5151	Student Teaching & Professional Seminar II (12 units)
TEP 6021	Advocacy & Activity for Healthy Children (3 units)
TEP 6191	Inquiry Project Data Collection & Analysis (3 units)

-MULTIPLE SUBJECT TEACHING CREDENTIAL CURRICULUM COMPLETED- *

Quarter 5 (Summer)

Total: 9 units

TEP 6212	Portfolio Development (6 units)
TEP 6310	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
- Successful passage of the edTPA
- 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

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

Graduate students interested in both the Multiple Subject Credential and the Education Specialist for Mild/Moderate Disabilities Credential will enroll in the MAE/TC two year program. The first four full-time quarters are designed for candidates to earn both Multiple Subject and Education Specialist Credentials. The last five part-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 ethnographic action research 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 ecological literacy 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 CA Common Core State Standards and Next Generation Science 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 culturally sensitive social skills. They also learn how to help their students to identify and construct effective anti-bias approaches to reduce 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 creative use of technology in the classroom, including multimedia presentations, Internet use, assistive technologies and online communication.
- Familiarizes candidates with systemic 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 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.

Dual credential candidates take courses with the candidates earning the MEd/TC. This ensures that both Multiple Subject credential and dual credential candidates have experience collaborating with each other to plan, teach and assess student learning.

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.

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

Quarter 1 (Summer)

Total: 14-20 units

Prerequisites to the program:

HDV 4550.SB	Child Development & Learning (3 units)
HDV 4581	Language Development & Acquisition (3 units)

Core courses:

TEP 5051.SB	Reading Instruction in the Elementary School Classroom (2 units)
TEP 5360.SB	Foundations of Social Justice Education (4 units)
TEP 5361	Foundations of Social Justice Education Lab (1 unit)
TEP 5370.SB	Mediation & Conflict Resolution in Schools (3 units)
TEP 6011	Social & Legal Dimensions of Special Education (2 units)

TESE 5361	Exploratory Practicum in Special Ed (1 unit)
TESE 6011	Individualized Education Design & Policy Implementation (1 unit)

Quarter 2 (Fall)

Total: 23 units

TEP 5070.SB	Real World Mathematics (3 units)
TEP 5191	Educational Technology for Universal Design (3 units)
TEP 5330.SB	Field Practicum (10 units)
TESE 6012	Individualized Education Design & Policy Implementation (1 unit)
TEP 5052	Reading Instruction in the Elem School Classroom (1 unit)
TESE 5362	Exploratory Practicum in Special Education II (1 unit)
TESE 5380.SB	Comprehensive Behavior Assessment & Positive Behavior Support (3 units)

TESE 5410.SB	Introduction to Autism Spectrum Disorder (1 unit)
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Quarter 3 (Winter)

Total: 21 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)
TESE 5090.SB	Assessment in Special Education (3 units)
TESE 5121	Student Teaching Mild/Moderate with Professional Seminar I (12 units)
TESE 5160.SB	Understanding & Teaching Students with Mild and Moderate Disabilities I (4 units)

Quarter 4 (Spring)

Total: 23 units

TEP 6021	Advocacy & Activity for Healthy Children (3 units)
TESE 5151	Student Teaching Mild/Moderate with Professional Seminar II (12 units)
TESE 5170.SB	Understanding & Teaching Students with Mild and Moderate Disabilities II (4 units)

TESE 5180.SB	Family Dynamics & Communication for Special Education Services (3 units)
TESE 5411.SB	Introduction to Autism Spectrum Disorder II (1 unit)

***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

-PRELIMINARY MULTIPLE SUBJECT & EDUCATION SPECIALIST FOR MILD/MODERATE DISABILITIES CREDENTIALS COMPLETE-

Quarter 5 (Summer II)

Total: 4 units

TEP 6350	Research Ethics Modules (1 unit)* Can be taken in Summer or Fall Quarter during Year II prior to beginning research
TEP 6310	Resilience and the school community (3 units)

Quarter 6 (Fall II)

Total: 3 units

TEP 6140	Educational Research (3 units)
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Quarter 7 (Winter II)

Total: 3 units

TEP 6160	Educational Research (3 units)
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Quarter 8 (Spring II)

Total: 3 units

TEP 6190	Educational Research (3 units)
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Quarter 9 (Summer II)

Total: 6 units

TEP 6211	Thesis Study (6 units)
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-MASTER OF ARTS IN EDUCATION DEGREE COMPLETED-

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 M/M Education Specialist Credential

This 5 quarter (15-month) program designed for teachers who already possess a multiple subject or single subject credential weaves the requirements for the Preliminary Education Specialist Instruction Credential: Mild-to-Moderate Disabilities with coursework leading toward a Master of Arts in Education degree. The collaborative, cohort-based model is the ideal setting to learn essential skills related to student advocacy and working within diverse and inclusive classrooms.

Candidates experience two sequences of course content: **Credential and Research specific.**

Credential-specific sequence:

The credential sequence is a collection of courses that prepares candidates to provide instruction, assessment, and support to students with mild-to-moderate disabilities. Courses in the credential-specific sequence include student-teaching accompanied by a professional seminar for two quarters.

Students will also:

- Explore topics of personal and professional interest and to examine their potential roles as leaders in a reflective community of learners
- Have opportunities to reflect on their own strengths and challenges and to examine their own reasoning, values, and interpersonal skills.
- Have two quarters (six months) of student-teaching in a K-12 special education setting
- Learn and develop skills necessary to work with second language learners' English Language Development

Special Education Program

Candidates in the MA in Education with M/M Educational Specialist Credential program who are teachers with intern credentials use their own classrooms to satisfy the fieldwork requirements. They are supervised by district appointed personnel in addition to Antioch University Santa Barbara Field Supervisors.

Research Sequence:

Each of the research courses will focus on applying the material studied and the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups.

Candidates in the program complete a thesis. The research course sequence prepares students to write the literature review methods, data analysis and discussion sections of their research project.

Master of Arts in Education with M/M Education Specialist Credential Curriculum

Quarter 1 (Summer)

Total: 3-8 units

TEP 5051.SB	Reading Instruction in Elem Classrooms (2 units)* *This course is required for Secondary Teachers who have not passed RICA.
TESE 6011	Individualized Education Design and Policy Implementation (1 unit)

TESE 5361	Exploratory Practicum in Special Education (1 unit)
TEP 6300.SB	Social Justice Education (3 units)** **Not required for candidates who earned a Multiple Subject credential at AUSB.
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 8/10 units

TESE 5192	Assistive Technology Applications for Students with Mild to Moderate Disabilities (1 unit)** **Not required for graduates of Multiple Subject Credential at Antioch Santa Barbara.
TEP 5052	Reading Instruction in Elem Classrooms (1 unit)* *This course is required for Secondary Teachers who have not passed RICA.
TEP 6140	Educational Research (3 units)
TESE 5380	Comprehensive Behavior Assessment and Positive Behavior Support (3 units)
TESE 5410.SB	Intro to Autism Spectrum Disorder (1 units)

TESE 6012	Individualized Education Design and Policy Implementation (1 unit)
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Quarter 3 (Winter)

Total: 13/15 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)
TESE 5090.SB	Assessment in Special Education (3 units)
TEP 6160	Educational Research (3 units)
TESE 5122	Student Teaching Mild/Moderate with Professional Seminar I (3 units)
TESE 5160.SB	Understanding and Teaching Students with Mild and Moderate Disabilities I (4 units)

Quarter 4 (Spring)

Total: 15/18 units

TESE 5152	Student Teaching Mild/Moderate with Professional Seminar II (3 units)
TESE 5170.SB	Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)

TEP 6310	Resilience Education (3 units)* *Course can also be taken in Summer 1 or 2
TEP 6190	Producing & Disseminating Educational Research (3 units)
TESE 5362	Exploratory Practicum in Special Education (1 unit)
TESE 5180.SB	Family Dynamics and Communication for Special Education Services (3 units)
TESE 5411	Intro to Autism Spectrum Disorder II (1 unit)

Quarter 5 (Summer II)

Total: 6 units

TEP 6211	Thesis Study (6 units)*
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Total units: 54

Six to nine units a quarter is considered part time. Ten to fifteen units a quarter is considered full time.

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

**Candidates who received a Multiple Subject credential at AUSB have already taken this course.

NOTE: Candidates who already possess a Multiple or Single Subject Ryan CLAD or 2042 Credential may take the MAE courses in addition to their Education Specialist courses to earn the Master of Arts degree in Education.

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 (Summer)

Total: 2 units

*These two courses can be added to the fall quarter unless the TEP 5051 and 2 courses are required.

TESE 6011	Individualized Education Design and Policy Implementation (1 unit)
TESE 5361	Exploratory Practicum in Special Education I (1 unit)

Quarter 2 (Fall)

Total: 8 units

TESE 5192	Assistive Technology Applications for Students with Mild to Moderate Disabilities (1 unit)
TESE 5362	Exploratory Practicum in Special Education II (1 unit)

TESE 5380	Comprehensive Behavior Assessment and Positive Behavior Support (3 units)
TESE 5410.SB	Intro to Autism Spectrum Disorder (1 units)
TESE 6012	Individualized Education Design and Policy Implementation (2 units)

Quarter 3 (Winter)

Total: 10/12 units

TESE 5110	Language Arts Curricula: Theory & Methods (2 units)* Antioch alums of the Multiple Subject credential program are not required to take this class.
TESE 5090.SB	Assessment in Special Education (3 units)
TESE 5122	Student Teaching Mild/Moderate with Professional Seminar I (3 units)
TESE 5160.SB	Understanding and Teaching Students with Mild and Moderate Disabilities I (4 units)

Quarter 4 (Spring)

Total: 11 units

TESE 5152	Student Teaching Mild/Moderate with Professional Seminar II (3 units)
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TESE 5170.SB	Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)
TESE 5180.SB	Family Dynamics and Communication for Special Education Services (3 units)
TESE 5411	Intro to Autism Spectrum Disorder II (1 units)

Total units: 32

*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-

SPECIAL EDUCATION INTERNS: Candidates in the Education Specialist Mild/Moderate Program who are teachers with intern credentials 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.

Induction Program

Formerly known as the Clear Credential program.

AUSB offers two Induction pathways to clear your preliminary single subject, multiple subject, or education specialist teaching credential: a two-year program, and a one-year early completion option.

Our traditional **two-year pathway** through induction allows new teachers to work on individualized growth goals alongside a site-based and university-based mentor, taking time over the two years to grow their practice in a community of other educators, as they work to clear their credential.

The **one-year pathway** is designed for candidates who have been teaching for three or more years and can demonstrate competency as a teacher. Candidates in the one-year program will also work toward developing and meeting individualized growth goals with the support of a site-based mentor and collegial university-based group.

In both options, candidates choose an area for mentorship based on their Individualized Learning Plan. The mentorships are offered to support candidates in meeting their

individualized growth goals. In addition, candidates can elect to also complete an MA in Education with concentrations in Leadership and Social Justice, or Nature-Based Early Childhood Education.

Induction Program Curriculum

One Year Induction Program Curriculum

Two Year Induction Program Curriculum

One Year Induction Program Curriculum

Quarter 1 (Fall)

Total: 3 units

TEP 6501	Fieldwork with Mentoring (1 unit)
TEP 6224	Professional Inquiry & Collegial Observation (2 units)

Quarter 2 (Winter)

Total: 3 units

TEP 6502	Fieldwork with Mentoring (1 unit)
TEP 6225	Professional Inquiry & Collegial Observation (2 units)

Quarter 3 (Spring)

Total: 3 units

TEP 6503	Fieldwork with Mentoring (1 unit)
TEP 6226	Professional Inquiry & Collegial Observation (2 units)

Two Year Induction Program Curriculum

Quarter 1 (Fall)

Total: 3 units

TEP 6501	Fieldwork with Mentoring (1 unit)
TEP 6224	Professional Inquiry & Collegial Observation (2 units)

Quarter 2 (Winter)

Total: 3 units

TEP 6502	Fieldwork with Mentoring (1 unit)
TEP 6225	Professional Inquiry & Collegial Observation (2 units)

Quarter 3 (Spring)

Total: 3 units

TEP 6503	Fieldwork with Mentoring (1 unit)
TEP 6226	Professional Inquiry & Collegial Observation (2 units)

Quarter 4 (Fall II)

Total: 1 unit

TEP 6504	Fieldwork with Mentoring (1 unit)
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Quarter 5 (Winter II)

Total: 1 unit

TEP 6505	Fieldwork with Mentoring (1 unit)
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Quarter 6 (Spring II)

Total: 1 unit

TEP 6506	Fieldwork with Mentoring (1 unit)
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Multiple Subject Certificate Program

Program Overview

This is a stand-alone credential and meets California state requirements for the Preliminary Multiple Subject Credential. When you earn AUSB's Multiple-Subject Preliminary Teaching Credential, you are authorized to teach in a self-contained K-12 classroom in California (typically at the elementary level), as well as in core or team teaching classrooms.

Multiple Subject Certificate Program Curriculum

Quarter 1 (Summer)

Total: 14/19 units

HDV 4550.SB	Child Development and Learning (3 units)
HDV 4581	Language Development and Acquisition (3 units)

TEP 5370.SB	Mediation and Conflict Resolution in Schools (3 units)
TEP 5361	Found SJ Lab (1 unit)
TEP 5360.SB	Foundations of Social Justice Education (4 units)
TEP 6011	Social and Legal Dimensions of Special Ed (2 units)
TEP 6012	Teaching and Accommodating Students with Disabilities (1 unit)
TEP 5051.SB	Reading Instruction in the Elem School Classroom (2 units)

Quarter 2 (Fall)

Total: 20 units

TEP 5380.SB	Classroom Organization Theory & Practice (3 units)
TEP 5070.SB	Real World Mathematics (3 units)
TEP 5191	Educational Technology (3 units)
TEP 5052	Reading Instruction in the Elem School Classroom (1 units)

TEP 5330.SB	Field Practicum (10 units)
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Quarter 3 (Winter)

Total: 21 units

TEP 5130.SB	The Arts and Culture in Learning (3 units)
TEP 5040.SB	Social Science and Children's Experience (3 units)
TEP 5110.SB	Language Arts Curricula: Theory & Method (3 units)
TEP 5121	Student Teaching and Professional Seminar I (12 units)

Quarter 4 (Spring)

Total: 18 units

TEP 5100.SB	Science: Discovery Teaching, Action Learning (3 units)
TEP 5151	Student Teaching and Professional Seminar II (12 units)
TEP 6021	Advocacy and Activity for Healthy Children (3 units)

Total units: 78

Nature-Based Early Childhood Education Certificate

The Nature-Based Early Childhood Education Certificate provides educators with professional development and training for helping young students explore and grow in nature's classroom. Children who spend more time outdoors develop healthier bodies and creative, inquisitive minds. Students become leaders in the global nature-based education movement – whether they wish to create, develop, or instruct nature preschools and forest kindergartens. There are 15-18 required certificate units.

Nature-Based Early Childhood Education Certificate Curriculum

Required Certificate Courses*

EDC 5030.SB Natural History for Early Childhood (1.5 units)

EDC 5280.SB Ecology of Imagination in Childhood (1.5 units)

*EDC 5090.SB Nature Based Early Childhood Curriculum (3 units)

EDC 6650.SB Music, Movement and Storytelling for Early Childhood (1.5 units)

*EDP 5580.SB Working with Families and Communities (1.5 units)

*EDP 5620.SB Risk Management for Nature-Based Early Childhood (3 units)

EDT 5100.SB Landscape Design for Nature Plan and Learning (1.5 units)

*EDP 5600.SB Business Planning for Nature Preschools and Forest Kindergartens (3 units)

Elective Internship Courses

ED-5900.SB Internship in Nature Preschools or Forest Kindergartens with Cooperating Teacher (Variable)

EDC 5160.SB School Change Practicum (Variable)

Total required units: 15.0-18.0

-NATURE-BASED EARLY CHILDHOOD EDUCATION CERTIFICATE COMPLETED-

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education

The MA in Education Nature-Based Early Childhood Education Concentration provides educators with professional development and training for helping young students explore and grow in nature's classroom. Children who spend more time outdoors develop healthier bodies and creative, inquisitive minds.

Students become leaders in the global nature-based education movement – whether they wish to create, develop, or instruct nature preschools and forest kindergartens. There are 15 required concentration units as a part of the 45-unit MA in Education program.

MAE Requirements

- 45 units
- Residency: two full-time tuition quarters and three part-time tuition quarters (part-time tuition = 6-9 units, full-time tuition = 10-15 units)
- Thesis

Master of Arts in Education with Concentration in Nature-Based Early Childhood Education Curriculum

Quarter 1 (Summer)

Total: 7 units

TEP 6350 Research Ethics for Human Subjects (1 unit)

TEP 6300.SB Social Justice Education (3 units)

EDC 5090.SB Nature-Based Early Childhood Curriculum (3 units)

Quarter 2 (Fall)

Total: 4.5 units

TEP 6140 Foundations of Educational Research (3 units)

EDP 5580.SB Working with Families & Communities (1.5 units)

Quarter 3 (Winter)

Total: 6 units

TEP 6160 Critical Evaluation of Education Research (3 units)

TEP 6370.SB Small Group Leadership (3 units)

Quarter 4 (Spring)

Total: 9 units

TEP 6190 Producing & Disseminating Educational Research (3 units)

TEP 6310 Resilience and the School Community (3 units)

EDP 5620.SB Risk Management for Nature-Based Early Childhood (3 units)

Quarter 5 (Summer)

Total: 9 units

TEP 6211 Thesis Study (6 units)

EDP 5600.SB Business Planning for Nature Preschools & Forest Kindergartens (3 units)

Total required units: 35.5 (9.5 additional elective units needed)

Elective Courses

(At least 4.5 of the 9.5 required units must be NBECE courses)

EDT 5100.SB Landscape Design for Nature Play & Learning (1.5 units) – Fall

EDC 6650.SB Music, Movement and Storytelling for Early Childhood (1.5 units) – Fall

EDC 5280.SB Ecology of Imagination in Childhood (1.5 units) – Winter

EDC 5030.SB Natural History for Early Childhood (1.5 units) – Winter

EDC 5900.SB Internship in Nature Preschools or Forest Kindergartens (variable units)

EDC 5160.SB School Change Practicum – own classroom (variable units)

TEP 6110 Independent Study (variable units)

-MASTER OF ARTS IN EDUCATION DEGREE COMPLETED-

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ)

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

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

The program provides graduate learning experiences that explore:

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

- Historical, sociological, and political analyses of organizational cultures.

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

Requirements

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

Unit Requirement

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

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

Program Design

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

Curriculum Design

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

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

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

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

Thesis Requirement

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

Master of Arts in Education with Concentration in Leadership & Social Justice (MAE-LSJ) Curriculum

Quarter 1 (Summer)

Total: 7 units

TEP 6300.SB	Social Justice & Educational Reform (3 units)
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TEP 6360	Exploring Creativity (3 units)
TEP 6350	Research Ethics for Human Subjects (1 unit)

Quarter 2 (Fall)

Total: 7 units

TEP 6140	Foundations of Educational Research (3 units)
TEP 6180	Leadership in Educational Reform (4 units)

Quarter 3 (Winter)

Total: 6 units

TEP 6160	Critical Evaluation of Educational Research (3 units)
TEP 6370	Small Group Leadership (3 units)

Quarter 4 (Spring)

Total: 9 units

TEP 6190	Producing & Disseminating Educational Research (3 units)
TEP 6310	Resilience Education (3 units)
TEP 6410	Inquiry based Design and Community Linked Pedagogy (3)

Quarter 5 (Fall II)

Total: 6 units

TEP 6211	Thesis Study (6 units)
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Student must complete 10 elective units in addition to the above core curriculum.

Total units: 45

Education Course Descriptions

EDC 5030.SB Natural History for Early Childhood

1.5 units

The best nature-based early childhood teachers are knowledgeable about early childhood and local natural history. This course will focus on the natural history of the Central California Coast that most directly relates to being outdoors with children. Participants will learn about the flora, fauna and natural phenomena that intrigue young children. We'll also consider how tracking, gathering wild edibles, crafting and telling stories can encourage exploration. We'll discuss winter and spring natural history with a focus on keeping children engaged under hot and/or wet conditions.

EDC 5090.SB Nature-based Early Childhood Curriculum

3.0 units

This course will focus on the distinctive elements for connecting young children with nature aged three to six. The guiding framework will help teachers see how to connect children with nature in both developmentally and environmentally appropriate ways.

Topics will include: child-directed play inside, outside and beyond; natural play spaces as a source of inspiration; strategies for fostering an ecological identity & environmental literacy; and, ways to utilize nature to meet early learning standards.

EDC 5280.SB Ecology of Imagination in Childhood

1.5 units

This course investigates ways in which children's nature play can be used to invigorate the writing process. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. We'll use the surrounding neighborhood, beach and hills to reconnect the childhood play. Out of these natural world experiences, each participant will craft a finished piece of writing by the end of the week.

EDP 5580.SB Working with Parent & Community

1.5 units

Nature preschools and forest kindergartens are special kinds of places, different from conventional early childhood programs. Parents, caretakers and community members, who may not be familiar with the mission and practices of nature-based outdoor programs, can benefit from education. Parents and other caretakers need to be prepared to provide appropriate clothes, do regular tick checks, and deal with bee stings. They may also be called on to volunteer in the school and to help with promotion and fundraising. We'll consider how to partner with families and forge links to the wider community. Communication is central to our work: we'll hone our skills as we participate in mock parent conferences, examine and create materials that describe programs to families, and practice working with parents who have questions or concerns. We'll spend time outdoors on several days, so on those days (see outline of days in syllabus) please come prepared with outdoor clothing and boots adequate for walking in fields and woods. Please pack a lunch on every Saturday

EDP 5600.SB Business Planning for Nature Preschools & Forest Kindergartens

3.0 units

This course will explore the basics of business planning for nature preschools and forest kindergartens. Because there are many approaches to these entities and other forms of early childhood environmental education (ECEE), no single business plan model will apply to all. However, by covering a core selection of business planning strategies and sharing our own diverse experiences, all students in EDP 5600.SB should come away with the ability to effectively plan for the business aspects of either a new nature preschool/forest kindergarten venture or an expansion of an existing program.

EDT 5100.SB Landscape Analysis & Design for Nature Play & Learning

1.5 units

This course explores how experience in nature promotes engagement with the early childhood standards by understanding the roles of the teacher, the child, and the environment. It includes using and modifying the existing landscape, site assessment, analysis and schematic design as tools to study the strengths and weaknesses of your location for a nature-based early childhood program. The topics also include establishing boundaries, pathways, and destinations to support play and learning.

HDV 4550.SB 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. Student will learn to conduct developmental observations and interviews with children. Primary topics are cognitive, emotional,

social and moral development, moral education, the role of children in US culture, and children's rights.

HDV 4581 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 5040.SB 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 5051.SB Reading Instruction in the Elementary School Classroom

2 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. 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 addressed 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 addressed in HDV 458 (Language Acquisition) that affect literacy development, for English learners as well as for students who are already fluent in the English language

TEP 5070.SB 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 CA Common Core Math Standards in a real world context to ALL students K-8. Candidates examine current research on teaching and learning mathematics and compare local state and national standards 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. Candidates learn to plan and deliver specially designed mathematical instruction in English to English Language Learners. The course emphasizes an inquiry-based approach that includes the use of manipulative and representational models, cooperative learning, integration of language and writing and meaningful assessment of mathematical reasoning. Candidates learn ways to enhance English Language Development through these various strategies. Candidates learn to model, and encourage students to use multiple approaches to solve real world problems using mathematical reasoning and concrete, verbal, symbolic and graphic representation. The course will also encourage candidates to develop an understanding of how they construct their own mathematical knowledge thereby coming to appreciate the role of the affective and social domains in learning. Given such an appreciation, candidates will foster positive attitudes towards math, encourage students' curiosity, flexibility and perseverance in solving math problems.

TEP 5100.SB 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.

This course supports the teacher (and therefore his/her students) in discovering the “scientist within” through developmentally appropriate real-world experiences. The course also addresses strategies that promote equal learning opportunities in the classroom for all students, including those with special needs and those who are traditionally underrepresented in science: women and the culturally, linguistically, racially, ethnically, and socioeconomically diverse.

TEP 5110.SB 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 5121.SB Student Teaching with Professional Seminar I

12 units

This course is part of on-going professional development within the Antioch University Teacher Education and Master’s degree program. The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care.

A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Completion of student teaching consists of meeting the eight Antioch Domains of Practice at least at the beginning level, as observed by the university supervisor and cooperating teacher and completing edTPA. Artifacts demonstrating progress in all 8 Domains are collected for presentation in a student teaching/professional development portfolio at the end of spring quarter.

Prerequisite(s): Advancement to Student Teaching, TEP 5330

TEP 5130.SB The Arts in Culture & Learning

3 units

This course is designed to enable teacher candidates to understand the role art, artists, and cultural institutions can contribute to TK-6th grade education. Candidates are introduced to interpretive models for understanding, and applying art appreciation and making techniques within their future elementary classrooms. The course is rooted in the California and National Core Art Standards. Candidates learn how to integrate artistic methods into a multiple subject classroom setting. 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 to use them effectively in elementary school classrooms.

TEP 5151 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.)*

TEP 5191 Educational Technology for Universal Design

3 units

The purpose of this course is to empower credential candidates to select and use technology to enhance student learning, to develop personal learning networks, and to explore new technologies to enable use of technology as a teaching and learning tool for effective instruction. Candidates will evaluate technology using learning theories, the Universal Design for Learning framework, and curricular standards. Candidates will explore contemporary topics relevant to technology including the Digital Divide, equity issues, safe Internet use, and social networking through hands-on learning, candidate demonstrations, and personal exploration. Special attention will be given to Universal Design as technology becomes a powerful way to address accessibility.

TEP 5311 Enhancing English Language Development with Literature

2 units

This course is designed to ensure academic and language proficiency for English learners and that participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, reclassification and monitoring processes. Participating teachers will plan instruction for English learners based on students' levels of proficiency, implementing one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level and/or content-based ELD. The instructional plans will involve literature and/or informational texts (per the Common Core State Standards) with language objectives that address language and literacy demands (e.g., language functions and forms, audience and purpose, academic vocabulary, and comprehension). Participating teachers will differentiate instruction for first- and second-language learners, taking into consideration prior knowledge, academic language and literacy levels as determined by student assessment data from multiple measures. They will also learn to use literature to advance students' thinking about issues of prejudice, fairness, and equity. Finally, candidates will evaluate children's and young adult (YA) literature in terms of its cultural relevance and linguistic appropriateness for students of diverse ages, cultural and linguistic backgrounds.

TEP 5330.SB Field Practicum

3-10 units

This field practicum is designed as a laboratory for TEP 5050, 5070 and 5380. Candidates are placed in schools where they observe, participate, and teach using the theories and strategies taught in these courses. In this course, candidates learn more about lesson planning and reflect upon their teaching. Candidates teach and learn about students from diverse cultural and language backgrounds. The practicum is designed to cover topics related to the development of reflective teaching practice.

TEP 5360.SB 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 5361 Foundations of Social Justice Education Lab

1 unit

This course supports the field aspects of TEP 5360, Foundations of Social Justice Education. Candidates work in schools to fulfill the fieldwork assignments within TEP 5360 and begin to use ethnographic methods to understand classroom cultures.

TEP 5370.SB 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 5380.SB 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 6011 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 6012 Teaching & Accommodating Students with Disabilities

1 unit

This course builds upon the knowledge gained by candidates in TEP 6011. Candidates will learn skills necessary to accommodate the special education student within a mainstream environment. Candidates learn informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, teacher candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment.

TEP 6020.SB 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 6131 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 6140 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 6141 Inquiry Project Planning

3 units

This course orients students to issues central to reflective teaching practice and action research. Throughout the course, students explore how theory informs practice and practice informs theory as they become critical consumers and creators of educational research to develop a coherent theory of practice. The course emphasizes action research using ethnographic methods for classroom based research, which supports active construction of “graduate student researcher-roles” within a larger community of reflective practitioners. Students are taught *how* to use action research in support of state-adopted K-12 education across traditional and alternative public school settings through a hands-on approach to learning and teaching.

Objectives for this course focus on the techniques and applications of action research to improve one's own practice as an educator. Students will develop the research question and action plan for their Passion Week inquiry project by applying ethnographic methods in their everyday teaching practice. The course also hones awareness that research-based inquiry is a collaborative act; and that although each student ultimately constructs an individual Inquiry Project, that the project results from collaborative work, conversations, peer review; and is the beginning of an ongoing, life-long conversation within the larger professional community.

TEP 6160 Critical Evaluation of Educational Research

3 units

In this course, students refine their ability to evaluate critically the reliability, validity, and implication of educational research. They become familiar with logical processes of problem conceptualization and hypothesis formulation. Qualitative and quantitative research methods are introduced. Both theoretical and practical issues of school-based and organizational research are examined. Students design their theses/projects; refine their introduction, literature reviews, and methods chapters. Prerequisite: TEP 6140.

TEP 6161 Inquiry Project Data Collection & Beginning Analysis

2 units

This course is designed as the second phase of the graduate seminar designed to support the work required for the M.Ed. Passion Week Project (Master's Thesis). It follows the prerequisite of TEP 6141 which is the planning phase of the inquiry projects, and it precedes TEP 6191 which is the seminar designed to support M.Ed. students as they complete and assemble the final inquiry project. As such, students will build on the **Inquiry Project Plan form** developed in TEP 6141 in order to accomplish the work of TEP 6161. The course emphasizes **presentation, analysis and organization of artifacts** in ways that will support the final assembly of the Inquiry Project. Action research and ethnography are methods for analysis of artifacts gathered.

TEP 6170 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.

TEP 6171 Access & Equity for Special Populations

1 unit

This course builds upon the knowledge gained by candidates in their preliminary credential program (at Antioch – TEP 6011 and 6012). 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 6173 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. 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 6180 Leadership in Educational Reform

4 units

Leadership is studied as a social construct for both classrooms and wider contexts. Candidates consider the potential for formal and informal leadership in the context of the professional role of educators. Historic and contemporary school leadership and change efforts are studied and their methods are identified and analyzed in terms of

their applicability to contemporary school change leadership. Effective communication, presentation, persuasion, and interpersonal effectiveness skills are identified and practiced. Candidates construct a change plan in their interest area that involves their work in leadership. Reflection upon oneself as both a member of society and as a leader, and identifying strengths and areas to strengthen in one's service as a leader are fostered.

TEP 6190 Producing & Disseminating Educational Research

3 units

In this course, students begin to carry out the research method and purpose developed and refined during TEP6140 and TEP6160. By this point, students have clear research questions, an appropriate methodology and a literature review that is close to final draft form and uses at least 20 sources. Class meetings focus on problem solving, writing, data analysis, ethics and preparation for the "Public Conversations." *By the end of this quarter, students should have relatively complete draft versions of the first 3 chapters and an outline or beginning draft of the results or findings chapter.*

Prerequisite(s): TEP 6140 and 6160

TEP 6191 Inquiry Project Data Collection & Analysis

3 units

In this course, students continue to carry out the research plan developed and refined during TEP 6141 and TEP 6161. 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 6211 Thesis Study

6 units

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work. *Prerequisite(s): TEP 6140, 6160 and 6190 and approval of faculty advisor.*

TEP 6212 Portfolio Development

6 units

TEP 6212 is the Action Research-based **Portfolio Development course**. It is the LAST course of the series of courses designed to guide students through their Inquiry Project and into professional "Conversations" with invited members of the community, faculty, etc. Students will complete selection and analyses of artifacts, develop their "Theory of

Practice” and write/assemble their project into a portfolio format using the Inquiry Project Rubric. During this time, students are to show evidence that they have worked regularly with the peer groups formed in TEP 6212; and they should be communicating regularly with instructors about their progress. Finally students present their work in the context of a professional “conversation” *Prerequisite(s): TEP 616A and approval of faculty advisor.*

TEP 6224-6226 Professional Inquiry & Collegial Observation

2 units each

Throughout the Induction Program Clear Credential candidates take Professional Inquiry and Collegial Observation (PICO). The main purpose of this course is for candidates to become familiar with the Antioch Domains (CSTPs + 2) and to develop an Individualized Learning Plan (ILP) that will facilitate their growth around these standards. Candidates are asked to think about the opportunities they have to practice and evaluate their own teaching in relation to the domains and to plan traditional and alternative ways to meet the standards. Candidates formalize this thinking in an Individualized Learning Plan, which identifies areas for of growth for the candidate’s teaching practice, plans for how the growth will take place, and includes ways in which the growth might be documented and assessed. Another purpose of PICO is to help candidates find and build professional relationships, which will help support them as they begin in the profession. They are taught collegial coaching practices and a community of practice is established within the class. Candidates are also encouraged to learn about in-service opportunities in their schools and in the larger teaching community, form collegial relationships, and take additional course work to support their application and integration of learning in these areas. This is the first course of the PICO sequence, which supports the candidates throughout the year.

TEP 6300.SB 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 6310 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 6311 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 6320 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 6350 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 and others.

Additional Information about the course: Each student establishes contact with the CITI Program and completes the ethics modules before any data collection is undertaken. Instructions for accessing CITI modules and for overview of the Institutional Review Board (IRB) process are provided during the first and second sessions of TEP 6140 or TEP 6141 in the Fall Quarter.

TEP 6360 Exploring Creativity

3 units

This creativity course focuses on understanding creativity from a multi-disciplinary perspective. Course content includes definitions of creativity, methods of recognizing and motivating creative expression within organizations and within families. This course includes consideration of multiple resources, examples and methods that foster creative expression. Through exploration of creativity as a social, psychological, organizational, historic and educational phenomenon, students will construct a definition of creativity, become aware of examples of the creative process and barriers to creativity in modern organizations and develop action plans for personal and organizational creativity as appropriate to each student's goals.

TEP 6370.SB Small Group Leadership

3 units

Small Group Leadership theory and practice is relevant for all who work within organizations or who participate in small groups. This course is highly interactive and requires self-study as well as application of systematic observation of at least one working group. Participants in the course will demonstrate understanding of the task and maintenance functions of groups, and how leadership is diffused among members. Participants study leadership functions, social power theory and the dynamics of groups including how norms are established, how to manage effective meetings and how groups form and mature over time.

TEP 6501 – 6506 Fieldwork with Mentoring

1 unit each

An essential component of the Induction Program is individualized site-based mentoring for the purpose of helping Clear Credential candidates meet their individualized growth goals as detailed on their Individualized Learning Plans (ILP). This course requires candidates to identify a site-based mentor, and meet with the mentor weekly for support in meeting their growth goals. Candidates and mentors work together to create goals, appropriate to the candidate's developmental needs. Candidates are expected to document their meetings and how the meetings contributed to individual growth. Mentors and candidates might do observations, participate in conferences together, co-plan lessons, or any other activity that might help the candidate grow. In addition to working with their mentor, candidates may participate in

other mentoring activities, such as workshops, classes, meetings with specialists, and other forms of targeted professional development designed to help them with their ILPs.

TESE 5090.SB 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, observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about assessment practices and patterns of language use among cultural and linguistically diverse populations, to include English learners, that may be misunderstood as language deficiencies. The dilemma of relying solely on traditional assessment instruments, such as standardized tests is discussed, and a variety of alternative assessment methods are explored. Participants will learn to administer standardized and informal academic achievement assessments and how to write a follow-up assessment report.

TESE 5110 Language Arts Curricula: Theory & Methods **2units**

This course is designed to expand credential candidates' foundational learning from TEP 5051 and TEP 5052: Reading Instruction in Elementary School Classrooms by providing them with opportunities for learning the knowledge and skills necessary to develop and enact a comprehensive, integrated, and methodologically grounded Language Arts Program that supports access to the core curriculum for all students and ensures that they are able to meet or exceed the Common Core State Standards for English Language Arts (CCSS-ELA) and the California English Language Development (ELD) Standards. Particular attention is given to the development of comprehensive literacy instruction for English Learners. Candidates will learn theories and methods of instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Integrated instructional approaches to promote language and literacy development through reading, writing, listening, and speaking will be addressed. Finally, this course is designed to help credential candidates begin to develop and enact the skills, understandings and dispositions necessary to make decisions regarding instruction and curriculum that will ensure English language proficiency and academic progress for each student.

TESE 5121 Student Teaching Mild/Moderate with Professional Seminar I **12 units**

Or

TESE 5122 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.

TESE 5151 Student Teaching Mild/Moderate with Professional Seminar II

12 units

Or

TESE 5152 Special Education Seminar II

3 units

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.

TESE 5160.SB Understanding & Teaching Students with Mild & Moderate Disabilities I

4 units

The purpose of this course is to provide candidates the knowledge and skills to meet the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on

assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

TESE 5170.SB Understanding & Teaching of Students with Mild & Moderate Disabilities II

4 units

The purpose of this course is to provide candidates the knowledge and skills to meet the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, adaptations and modifications to core curriculum. Content areas include: use of research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction/curriculum, use of assessment (academic, standardized, ecological, observation) to inform instruction, observable phenomena, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques/materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in the areas of: literacy, written expression, spelling, mathematics, social studies, science, the arts, study skills, and transition related skills. Overall the course provides Teacher Candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community.

TESE 5180.SB 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 5192 Assistive Technology Applications for Students with Mild to Moderate Disabilities

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 5361 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 5362 Exploratory Practicum in Special Education II

1 unit

This course is a continuation of TESE 5361. In TESE 5362 candidates have planned experiences and/or interactions with the full range of the service delivery system and the providers of such services. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to moderate disabilities. Through interviews and observations, candidates explore the variety of services provided to individuals with disabilities in and out of the school setting.

TESE 5380.SB 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"* (no longer required but still used throughout the State) and those pertaining

to *Federal law (IDEIA '04)* will be infused throughout this course and students will have a working knowledge of the requirements of local practices and Federal law.

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

TESE 5410.SB 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 the three 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 core articles on ASD; in-class group work on vignettes of various learners' with ASD; and the critique, design and implementation of Scientifically Based Practices (SBPs) for educating students with ASD. This course 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.

TESE 5411 Autism Spectrum Disorders II

1 unit

This 1-unit course provides an overview of Autism Spectrum Disorders (ASD). The focus of this course is aligned with the three 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:

1. Completion of core articles on ASD
2. In-class group work on vignettes of various learners' with ASD, and
3. The critique, design and implementation of Scientifically Based Practices (SBPs) for educating students with ASD.

TESE 6011 Individualized Education Design & Policy Implementation

1 unit

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.

TESE 6012 Individualized Education Design & Policy Implementation

1 unit

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.



Doctorate in Clinical Psychology

[PsyD Program Goals](#)

[California Board of Psychology Educational Requirements](#)

[Entry Tracks](#)

[PsyD Program Components Coursework](#)

[PsyD Specific Policies](#)

[Doctoral Program in Clinical Psychology Course Descriptions](#)

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 (NCSP) and is designed to meet the APA Standards of Accreditation. The program builds on Antioch University Santa Barbara's outstanding local reputation for providing quality education at the graduate level. Key elements include:

- an educational approach integrating science, theory and practice
- preparation for the role of clinical, health service psychologist
- Antioch's appreciation of the diversity of human experience
- a focus on developing scholarly research and critical thinking skills

California 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 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 and is designed to meet the APA Standards of Accreditation.

Information for graduates and costs of attending the program is available on the [Student Admissions, Outcomes and Other Data](#) page of our website in the PsyD program section. Full-time student tuition is \$23,484 per year for academic coursework. Tuition per credit hour is \$840 per quarter unit (although we do not enroll part-time students). Additional fees include \$50 application fee as well as quarterly lab, assessment and technology fees. Federal Stafford Loans are available. Some limited scholarship money is also available as well as access grants.

Program Delivery

The full-time program is offered across two days per week.

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 foundational graduate courses in psychology as well as courses that prepare students to begin their work in clinical practicum sites in the summer or early fall following 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, which generally occurs after 2 years in the program.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, volunteer and/or work experience in the field, or a master's degree in another discipline. The sequence of courses in Year 1 are focused on developing discipline specific knowledge to provide a foundation in psychological science, courses in research methodology, multi-cultural competency, psychopathology, life-span development, as well as in clinical theory, practice and

skills. 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 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 science and 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.

PsyD Program Components Coursework

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 level) and a 1-unit, year-long full-time internship (this can be carried out as two years of half-time internship training) for a total of 108-144 quarter units. Coursework taken during the first two years in the program include scientific foundations, clinical intervention and assessment courses. In addition, fourth-year students take 12 units of courses in Family Forensic Psychology to attain a concentration in this area. 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 proposal 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 sequence will prepare students for this important project. Beginning in Year 3, students will register for 6 units of Dissertation in order to complete the proposal. It is expected that students will complete the proposal prior to applying for 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, and an outside expert. The dissertation process culminates in a professional presentation of the student's work to the community.

Clinical Hours

It is expected that students will acquire a minimum of 1,000 hours of clinical experience (practicum) prior to beginning the doctoral 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 clinical case that 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 at the end of Year 3. A passing evaluation is one of the requirements that must be met before applying for internship.

Comprehensive Examination

Students are required to complete a written comprehensive examination at the end of Year 3. This examination measures knowledge of multiple content areas in clinical psychology. Students failing any section of the comprehensive evaluation must submit revisions. A passing evaluation on the exam is required for students to be eligible to apply for internship. Students failing any portion of the comprehensive exams are given an opportunity to remediate. 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.

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 courses through the third year of training and 1000 hours of practicum experience, pass the Professional Competency Evaluation (PCE) and the Comprehensive Examination, and have their dissertation proposals approved. Additionally, the student must be in good academic standing and not be on any type of probation. Only when students have advanced to candidacy may they refer to themselves as "doctoral candidates."

Internship

Students are required to complete a doctoral 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 ([CAPIC](#)) website. The

AUSB Director of Clinical Training (DCT) 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 clinical psychology programs is defined and evaluated comprehensively in doctoral coursework, during students' practicum and internship clinical training, and throughout the development, production and presentation of their dissertation research. 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, practicum and internship supervisors, dissertation committee members and any additional information that 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 that 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 that 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 students receive for constructive feedback. 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 & CEO 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;
- 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 & CEO 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 or Chair 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.

The student and advisor develop a plan to address the concerns relevant to the student’s probationary status. 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 & CEO’s discretion, when in the Advisor, Chair, or Provost & CEO’s judgment, the student’s current work or conduct demonstrates remediation of the problem(s) that led to Probation. Student Services is then 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 sequence) takes students out of the classroom and places them into the community to work with clients, professionals 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 of supervised professional experience, they will serve to prepare the student to apply for competitive doctoral internships. See the Clinical Training Manual for more details on the process of obtaining this experience, or consult with the Director of Clinical Training (DCT).

Doctoral Internship

Students are required to complete a full-time 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.

Personal Therapy

The program values the utilization of personal therapy for student practitioners; it can help to both better understand one's personal issues and struggles and support students' ability to function effectively as a psychologist. The program highly recommends such therapy, but it is not a requirement. 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 10-week 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, Antioch University faculty, staff and students refrain from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the objectivity, competence, or effectiveness of said person in performing their duties, or otherwise risk exploitation or harm to the person with whom the professional relationship exists. 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.

Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or raise the potential for harm because one person has the power to exploit the other.

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 may 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 Social Justice & Cultural Competency I and Clinical Issues in Multicultural Counseling to consider issues related to diversity and multiculturalism in a more focused manner. 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, Teaching, Clinical, Affiliate, 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 and full time 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 possible.

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 coursework 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.

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

PSC 6010 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 6020 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 6030 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 6060 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 6071 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.

PSC 6081 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 6090 Lifespan Development I: Child & Adolescent

3 units

This course examines the process of human growth and development throughout the lifespan. Development is examined from the perspectives of psychodynamic, cognitive, and social psychological theories with an emphasis on applying developmental concepts to clinical cases.

PSC 6120 Social Justice & Cultural Competency I

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 6130 Group Process & Therapy

3 units

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

PSC 6204 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 6205 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 6221 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 6520 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.

WRK 6010 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.

WRK 6020 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.

WRK 6030 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.

YEAR 2-5 COURSES

Foundational Courses in Psychology

PSC 7010 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 7030 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 7050 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 7060 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 7071 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 7072 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 7080 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 7090 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.

PSC 7160 Lifespan Development II: Adult

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.

Assessment Courses

PSC 7200 Cognitive Assessment

2 units

Taken in conjunction with PSC 7201, 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 7201 Cognitive Assessment Lab

1 unit

This course is taken in conjunction with PSC 7200 Cognitive Assessment. Students

practice the administration of cognitive tests in a laboratory setting and prepare test reports.

PSC 7210 Psychodiagnostic Assessment

2 units

Taken in conjunction with PSC 7211 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 7211 Psychodiagnostic Assessment Lab

1 unit

This course is taken in conjunction with PSC 7210 Psychodiagnostic Assessment. Students practice the administration of objective personality tests and symptoms inventories and the production of test reports in a laboratory setting.

PSC 7220 Projective Testing

2 units

Taken in conjunction with PSC 7221 Projective Testing Lab, this course focuses on projective tests such as the Rorschach and the TAT. Administration, scoring, and interpretation are emphasized.

PSC 7221 Projective Testing Lab

1 unit

This course is taken in conjunction with PSC 7220 Projective Testing. Students practice the administration of projective personality tests and the production of test reports in a laboratory setting.

PSC 7230 Neuropsychological Assessment

2 units

Taken in conjunction with PSC 7231 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 7231 Neuropsychological Assessment Lab

1 unit

This course is taken in conjunction with PSC 7230 Neuropsychological Assessment. Students practice the administration of neuropsychological tests and the production of test reports in a laboratory setting.

Intervention and Professional Courses

PSC 7101 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 (ecosystemic) is inherent in the course approach. Examination is made of other psychological theories from a systemic perspective.

PSC 7111 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 7120 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 7130 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 7140 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 7150 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 7400 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 7410 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 7420 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 7430 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 7442 Professional Seminar IV: Advanced Clinical Skills**2 units**

Electives are offered according to current student and faculty interest. Possible offerings include: focus on specific disorders (e.g., affective disorders, anxiety and stress disorders, eating disorders, personality disorders, etc.), on specific clinical problems (e.g., sexual dysfunction, impact of chronic illness on individual and family functioning, etc.), or on particular approaches to clinical intervention (e.g., consideration of certain theoretical orientations, such as postmodern approaches or techniques like psychodrama). Students enroll for a minimum of two of these electives.

PSC 7501 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 7510 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 7520 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 7530 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 7540 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 7550 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 7300 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 7310 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 7320 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 7330 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 7340 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 7010 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, bipolar 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 7020 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 7040 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 7600 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 7610 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.

DC 7000 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 7901-7908 Internship 1 unit

A one-year full-time 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 the Professional Competency Evaluation (PCE), the Comprehensive Examination (Comps) and dissertation proposal demonstrating students' skill and knowledge in the field of psychology.



Antioch Community

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Antioch University Santa Barbara Faculty, Administration & Staff

[Undergraduate Program Faculty](#)

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[Master of Arts in Clinical Psychology Program Faculty](#)

[Master of Business Administration Program Faculty](#)

[Doctorate in Clinical Psychology Program Faculty](#)

[Master of Fine Arts Program Faculty](#)

[AUSB Administration and Staff](#)

Antioch University Campuses

Antioch University Los Angeles

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

Antioch University Santa Barbara

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

Antioch University Midwest

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

Antioch University Seattle

2400 3rd Avenue, Suite 200
Seattle, WA 98121
(206) 441-5352

Antioch New England

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



Academic Calendar Information

Below please find the dates for the term start and end dates of Antioch's various academic calendars and University Holidays. Please note that the calendars are broadly inclusive of all activities. Therefore, individual academic offerings will likely start and end on dates that are included in these dates, but will not correspond directly to these dates. Please see term course schedules, or contact your academic program office for specific dates related to your program.

Please also note: Antioch University policy on add, drop and tuition refund is generally as follows:

- 1st 20% of instructional period: Add and drop, 100% tuition refund for drops unless a full withdrawal, no transcript notation of drops, and no negative impact on Satisfactory Academic Progress.
- 21% – 60% of instructional period: Courses may be dropped, with a W on the transcript, and for 0 tuition refund (unless a full withdrawal). Courses dropped during this window will count against Satisfactory Academic Progress.
- 61% – end of instructional period: Courses may be dropped, with a WNC on the transcript and for 0 tuition refund. Courses dropped during this window will count against Satisfactory Academic Progress.

This means that courses that begin on different days, or span different amounts of time, will have different add/drop and tuition refund deadlines. Add/drop schedules by course are available to students through AUVIEW. Please contact your campus student services office for more information on add/drop and refund dates and deadlines.

2019-2020

Summer Semester	5/4/19 – 8/23/19
Summer-Fall (MFA)	6/1/19 – 11/30/19
Summer Quarter	7/1/19 – 9/22/19
Annual Term (PhDLC)	7/1/19 – 6/30/20
Fall Semester	8/24/19 – 12/18/19
Fall Quarter	9/23/19 – 12/18/19
Fall-Winter (USMA)	10/15/19 – 3/31/20
Winter Quarter	1/2/20 – 3/29/20
Winter-Spring (MFA)	12/1/19 – 5/31/20
Spring Semester	1/2/20 – 5/1/20
Spring-Summer (USMA)	4/1/20 – 10/14/20
Spring Quarter	3/30/20 – 6/30/20

University Holidays

Thursday, July 4	Independence Day
Monday, September 2	Labor Day
Thursday, November 28–Friday, November 29	Thanksgiving
Tuesday–Tuesday, December 24-31	Winter Break
Tuesday, January 1	New Year’s Day
Monday, January 20	Martin Luther King Jr. Day
Monday, February 17	Presidents’ Day
Monday, May 25	Memorial Day

See the following campus academic calendars for campus-specific dates and deadlines:

[AU Los Angeles](#)

[AU Midwest](#)

[AU New England](#)

[AU Santa Barbara](#)

[AU Seattle](#)

[AU PhD Leadership & Change](#) (traditional calendar not applicable)

[AU Connected](#)

Campus Security Report

Antioch University Santa Barbara
September 27, 2018

The federal *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, 20 U.S.C. § 1092 (more commonly referred to as “the Clery Act”), requires all postsecondary educational institutions participating in federal Title IV student financial assistance programs to disclose certain crime statistics, safety related policies and procedures, fire safety information, and fire statistics in an annual security report (ASR). The Clery Act mandates that institutions publish their ASRs by October 1st each year.

Each year, under the auspices of Office of the Provost for each of the campuses of Antioch University (“Antioch” or the “University”) prepares this report in compliance with the Clery Act. Antioch assembles statistics and relevant information to this report based on its own records, communications with local law enforcement, and information from various campus security authorities. In preparing its ASR, Antioch follows its Clery Act Policy, <http://aura.antioch.edu/policies 300 3x/3/> which is hereby incorporated by reference here.

You may access Antioch University Santa Barbara’s 2018 Annual Security Report [here](#).



PDF Version & Archives

Current Catalog

Coming soon.

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