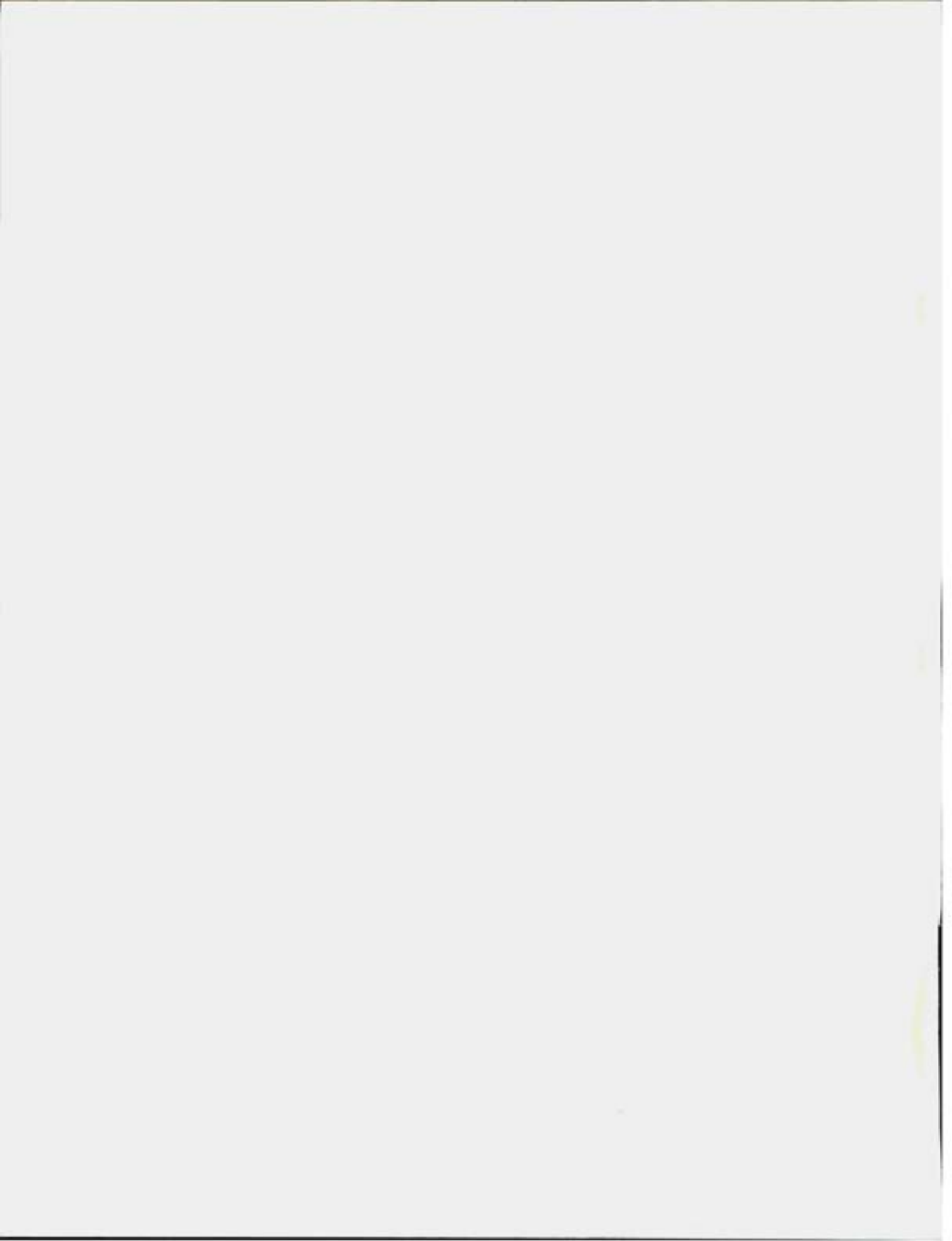


*Maryann*

ANTIOCH  
UNIVERSITY





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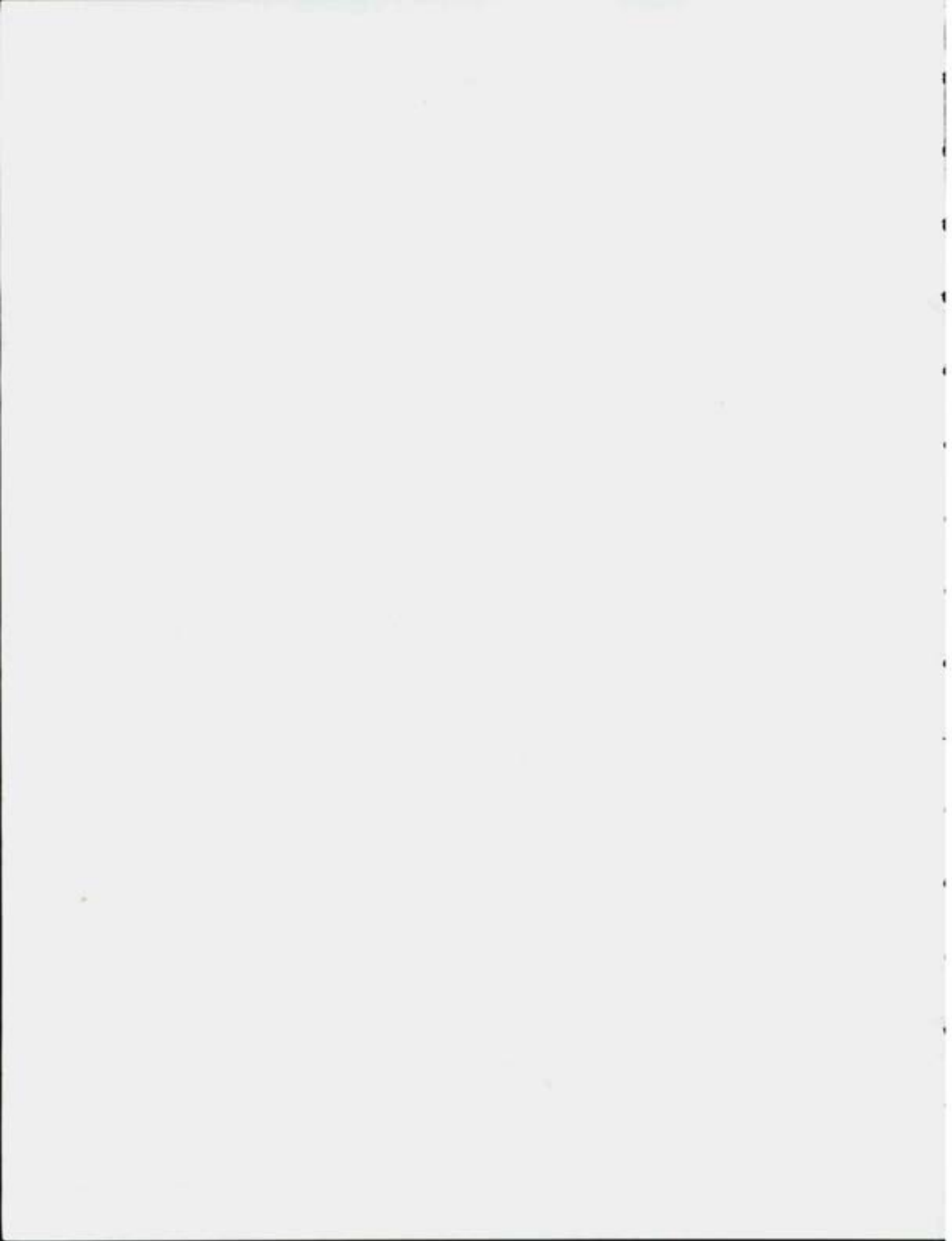
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# THE ANTIOCH STORY

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*"The [Antioch] saga was not only a satisfying definition of the past and present, but also a durable vision of what would be desirable in the future."*

B. Clark, *The Distinctive Colleges* (1970)

## *Antioch University*

For nearly 150 years, Antioch has proudly challenged educational conventions in order to inspire student learning.

Founded in 1852 in Yellow Springs, Ohio, Antioch has held an honored place as one of the "distinctive colleges" in American higher education. Its first president, Horace Mann, a renowned educator, social reformer, and abolitionist, dreamed of establishing a university like no other of its time. It was to be nonsectarian and co-educational, free from grades, standardized admissions and rigid evaluation procedures. Students were to be educated within the context of a democratically-minded community. During its first years, Antioch began to make its mark. It was the first U.S. college to designate a woman as a full professor, and to enroll men and women in the same curriculum. In 1863, Antioch instituted a policy that no applicant was to be rejected on the basis of race.

Building on this tradition of innovation and social justice, Antioch was influenced by another renowned educator and utopian visionary when Arthur Morgan became the College's President in 1920. Having seen the narrowness of cloistered education, Morgan initiated a unique work/study concept requiring students to work off campus in "co-ops." The value of the work-study experience is now an accepted practice in mainstream higher education. Morgan also initiated the practice of student involvement in the governance of the institution. Throughout the 20th Century, Antioch continued to make its mark with its own brand of experimentation and social engagement.

A period of growth beyond the Yellow Springs campus began in 1963. Antioch College took over the Putney School of Education (now the Antioch New England Graduate School in Keene, New Hampshire), initiating "the Antioch

network" which, at its fullest, included 35 Antioch adult centers in the United States and abroad. Renamed Antioch University in 1978, and with far fewer campuses, Antioch continued its national reputation of educational innovation, championing progressive values and student-centered learning in liberal arts and professional education.

Today, Antioch University remains committed to its long-standing heritage of making learning meaningful and vital, and promoting social responsibility. Antioch has educated thousands of graduate and undergraduate students across the country to realize their educational and career goals in a self-directed learning environment. Under the current structure, Antioch University comprises Antioch College and the McGregor School in Yellow Springs, Ohio; Antioch New England Graduate School in Keene, New Hampshire; Antioch Southern California in Los Angeles and Santa Barbara; and Antioch Seattle, Washington. The University's administrative offices are located in Yellow Springs, Ohio. Of the University's 5,000 students, more than 80 percent are adult learners (over the age of 25), and over 70 percent study in master's and doctoral degree programs.

The core of Antioch's educational mission is a focus on the student learner, and on the belief that the role of education is to help students in the purposeful pursuit of a meaningful life. All of the University's programs reflect an education model that integrates intellectual and experiential learning, along with community participation and service. Antioch has been a pioneer in several notable areas including study abroad programs, campus-based participatory governance, serving adult learners, and documentation and assessment of life experience. It continues today to experiment with the integration of experiential learning and academic study.

Antioch Southern California consists of the Santa Barbara and Los Angeles campuses. Both are independent, but benefit from shared curricular development and the larger intellectual community constituted by the two campuses. Students enrolled at either campus have access to classes, workshops, and internships at the other campus on a space available basis.

# Antioch Southern California

## The Mission

*Antioch University Southern California is an independent institution that provides an excellent, innovative graduate and undergraduate education for adults. An Antioch education empowers the student to act responsibly and to effect personal, social and environmental change within a global context. The Antioch approach emphasizes:*

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

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

## About Antioch Santa Barbara

The Santa Barbara campus opened in 1977 and has experienced steady growth to its current 250 students. Located in downtown Santa Barbara, the campus offers more than 60 courses each quarter with a faculty of more than 75 full-time and part-time instructors. Antioch Santa Barbara serves local residents as well as an increasing number of commuters.

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

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

## An Educational Community

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

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

Within this learning community, Antioch delivers a distinctive education that includes a recognition of previous work and life experience and the use of written narrative evaluations instead of impersonal and competitive grades. 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 are at the core of Antioch's approach to student learning.

- 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 are themselves practitioners and professionals in their fields, and their experience is brought into the classroom.

- An emphasis on encouraging students to recognize and integrate diversity in intercultural, intergroup, intergenerational, and interpersonal dynamics. Antioch students are encouraged to question and probe their own views and those held by others, while simultaneously being responsible for respecting each and every individual in the community. Discussion and reflection are fully encouraged as ways of self-learning and of furthering the learning and understanding of the Antioch community.

- A supportive environment that encourages collaborative learning, values social awareness and activism, and respects the multiple roles of adult students.

- The development of communication and critical thinking skills to support effective and independent thought and action and a curriculum designed to prepare students to find meaningful work, improve professional opportunities, and lead more purposeful lives.

- Student-friendly systems designed for adult learners.

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

## *Governance*

Antioch Southern California (Santa Barbara and Los Angeles) strives to be a democratically-minded and participatory higher education institution. Its governance structure is based on several fundamental assumptions:

- Antioch University strives to be a unique national educational resource committed to progressive, innovative, and quality education for adult students;

- The governance structure contributes to achieving Antioch's mission, priorities, and objectives;

- The governance structure clearly articulates and provides for the 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 the decision-making process and facilitates communication, promotes cooperation, and encourages effective, 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. Principle responsibility for campus governance rests with the Campus Council of Santa Barbara (CCSB), which is chaired by the President. The Council deliberates on policy, budgetary, and planning issues. Student voices related to these policy issues is directed to the President, who holds open meetings with students every quarter.

The campus also has a host of 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.

## *Accreditation*

Antioch University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Schools and Colleges (NCA North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 312/263-0456), one of the nation's six regional accrediting bodies. Antioch Southern California is also licensed to operate in California by the Bureau for Private Postsecondary and Vocational Education (BPPVE). Given the accreditation and licensure, Antioch operates on the same basis as all other accredited institutions within California and the United States. Antioch credentials also include recognition for a variety of federal assistance, grants and contracts, and eligibility of Antioch students for financial aid. Any questions or problems concerning the institution that have not been satisfactorily resolved internally should be directed to the Executive Director of the BPPVE (1027 10th Street, 4th floor, Sacramento, CA 95814).

As is the case with other out-of-state accredited schools, degrees from Antioch are fully accepted at other universities. Currently, however, not all coursework is accepted for teaching credentials programs (other than Antioch's program) in the State of California or in transfer to other institutions.

## *Degrees*

BA in Liberal Studies (with concentrations in Business Management, Communication, Communication/Creative Writing, Liberal Studies, Psychology, Social Services Administration, or an Individualized program of study)

MA in Clinical Psychology (intended for students who wish to pursue licensure with the State of California as a licensed Marriage and Family Therapist)

MA in Psychology - Individualized Concentration

MA in Psychology with a concentration in Professional Development and Career Counseling

MA in Psychology with a concentration in Organizational Psychology

MA in Organizational Management with concentration in Organizational Psychology (Individualized program of study)

MA in Education and Multiple-Subject Teaching Credential with CLAD emphasis

MA in Education with emphasis in Social Justice and Educational Leadership

# Admissions and Registration

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## Admission

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

Antioch does not require standardized tests for its admissions decisions, except the Test of English as a Foreign Language (TOEFL) for applicants from other countries whose native language is not English. BA applicants must show proof of high school graduation or its equivalent. MA applicants must have earned an undergraduate degree from a regionally accredited institution, although not necessarily in a related field. Grade averages and the quality and content of previous academic work are evaluated, recognizing that an adult's present capacities may not be reflected in grades earned long before or in fields unrelated to present interests. Antioch particularly seeks qualified candidates who will contribute to building a student body diverse in gender, ethnicity, age, class, physical differences, learning styles, sexual orientation, professional backgrounds, and community experiences. Antioch's policies for accepting units earned at other institutions are contained in sections of this Catalog dealing with specific programs.

Individuals who seek more information about Antioch Santa Barbara can attend information meetings offered regularly by the program of interest and/or request permission to visit a class. Above all, individuals can communicate directly with the Director of Admissions, the Program Chair, or Financial Aid Director at any point during the admissions process. The process includes:

- Completing an application form and written "admissions dialogue";
- Submission of official transcripts of prior academic work (BA applicants also submit high school transcript);
- Submission of two letters of recommendation for graduate programs; and,

- A personal interview with the Director of Admissions, faculty member and/or Program Chair are required in all programs.

The application for admission also must be accompanied by a \$60 non-refundable application fee. A status of provisional acceptance is employed for students who seem appropriate for Antioch, but who lack one or more particular elements of preparation. The provisional requirements stated in the admissions letter of provisional acceptance must be satisfied prior to being allowed to register for the student's second quarter. It is the student's responsibility to make sure that the Admissions Office has received the necessary documentation demonstrating that all provisions have been met. With successful completion of the specified prerequisites, a letter of full acceptance is issued from the Admissions Office.

Applications are accepted for the Bachelor of Arts in Liberal Studies (BA) Program and Master's in Organizational Management (MAOM) Programs throughout the calendar year, for entry in the academic quarters beginning in January, April, July and October. The Master's in Clinical Psychology (MACP) accept applications throughout the calendar year, for entry in the academic quarters beginning in October and January only. The Master's in Psychology-Individualized Concentration (MAP-IC) in Organizational Psychology and Child & Family Studies accepts applications throughout the entire calendar year, for entry in the academic quarters beginning in October, January and March; however, the Concentration in Professional Development & Career Counseling accepts applications for the academic quarters beginning in January and March. The Master's in Education and Teaching Credentialing Program (MAE/TC) and the Master's in Education with an Emphasis in Social Justice and Educational Leadership accepts applications throughout the calendar year, for entry in July only. Finally, the undergraduate Business Management and graduate Organizational Management Programs for the Weekend College Program also accept applications throughout the calendar year, for entry in October. Additional information is included in the academic calendar contained in this Catalog. In order to apply, be accepted, and enroll for a particular quarter, the application process should begin at least eight weeks prior

to entry; the sooner the better. Financial Aid applications should be initiated even earlier. Call the Admissions Office to verify acceptance of a late application.

## *Undergraduate Program*

### • Bachelor of Arts in Liberal Studies (BA)

The regular BA Program accepts applications throughout the year for the four academic quarters which begin in January (Winter), April (Spring), July (Summer) and October (Fall). The admissions essay should describe the applicant, her/his reasons for undergraduate study in a chosen field and the applicant's goals. The BA admissions interview helps potential students gain preliminary knowledge about transfer credit and prior learning credit. Estimates regarding the residency required to complete degree requirements can be made. This interview is the first step to familiarize the potential student with Antioch's personalized approach to undergraduate education.

Some students are admitted as non-matriculated students, which allows them to take the Educational Foundations and Academic Planning course. This required course is also offered to members of the community-at-large as a pre-enrollment option to learn more about Antioch and how the Antioch 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. It is recommended that applicants complete a minimum of 30 quarter units of transferable credit prior to applying.

### • Bachelor of Arts in Liberal Studies Concentration in Business Management (BA Weekend)

The BA Weekend Program admits once a year in October (Fall). The application and interview process is the same as the regular BA Program. However, the BA Weekend Program requires at least 90 quarter units of completed transferable college credit prior to admissions.

## *Graduate Programs*

- Master of Arts in Organizational Management (MAOM)
- Master of Arts in Organizational Management (MAOM Weekend)
- Master of Arts in Clinical Psychology (MACP)
- Master of Arts in Psychology-Individualized Concentration (MAP-IC) (Organizational Psychology, Professional Development & Career Counseling, and Family & Child Studies)
- Master of Arts in Education and Teacher Credentialing Program (MAE/TC)
- Master of Arts in Education Emphasis in Social Justice and Educational Leadership (MAE).

Applications to the MACP and MAP-IC Programs are accepted for the Fall (October) and Winter (January) quarters only. Applications to the MAOM Program are accepted throughout the year for acceptance to Winter, Spring, Summer or Fall quarters. The MAOM Weekend college accepts students in Fall and Winter quarters only. 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. Applications for the MAE/TC are only accepted for Summer entry at this time.

In the Psychology Programs, the autobiographical narrative is used to assess writing skills, self-understanding, and the applicant's psychological mindedness and interest in working with diverse populations. MAOM applicants are required to submit a résumé in order to help assess organizational experience. This material and the personal interview are very important factors in the admissions decisions-making process. The two letters of recommendation should also demonstrate evidence of ability to conduct graduate-level self-directed study and should be written by those qualified to assess the applicant's intellectual and creative work.

A limitation of 9 quarter units of graduate coursework from regionally accredited institutions may be considered for transfer into the MACP and MAP-IC Programs, and a limitation of 8 quarter units of graduate coursework from regionally accredited institutions may be considered for transfer into the MAOM Program. Applicants must submit official transcripts of any completed graduate course work as part of the application process.

## *Transfers*

### From Other Antioch Campuses

Students wishing to transfer to Antioch Santa Barbara from another Antioch campus must apply through the Admissions Office and conform to the same deadlines and admissions requirements as other applicants.

Transfer applicants must also be in good academic and financial standing at the previous campus in order to be eligible to transfer. The Admissions Office may exempt the student from obtaining certain documentation if it is able to obtain (comparable) materials from the student's original file through the Registrar's Office of the other campus. It is the student's responsibility to ensure that prior to full acceptance, final official transcripts from all previous schools of attendance are received by Antioch Santa Barbara.

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. Generally, residency earned at Antioch Los Angeles is counted toward the Santa Barbara

degree. The program faculty, however, reserve the right to add residency if they determine that completing the Santa Barbara degree cannot or should not be accomplished in less time.

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

### Within the Southern California Region

Antioch University Santa Barbara has articulated a transfer agreement with the Antioch Los Angeles campus. Regional transfer procedures and Regional Transfer Clearance Forms are available in the Admissions Office and the Registrar's Office. All matriculated students who have completed at least one quarter of study at an Antioch Southern California campus are eligible to transfer. Students should work closely with their Faculty Advisor, the Admissions Office, the Financial Aid Office, and the Registrar's Office to ensure all necessary documentation is received at the second campus.

Regional transfer procedures do not apply to withdrawn students, non-matriculated students, or to students who have graduated from one academic program and who wish to apply to a new degree program at the other regional campus. Transfer applicants in good academic standing at the first campus are not guaranteed acceptance at the second campus. All admission decisions and any waivers of degree requirements are communicated to students in writing through the Admissions Office.

### International Students

Antioch University accepts applications from qualified international students with F-1 foreign student visas. International students who wish to attend Antioch University Santa Barbara on F-1 student visas must furnish the following additional information when applying:

- proof of a score of 550 or better on the TOEFL;
- demonstration of sufficient financial support for a minimum of one year's study at the University and identification of the student's sponsor;
- academic credentials received outside of the United States must be evaluated by AUSB, or by a designated service, for equivalency; and,
- for students already in the United States, evidence of being in status and eligible to transfer to the University on a student visa.

English language services are not provided. All courses are taught in English. While studying at Antioch, international students must take individual responsibility for arranging housing and transportation.

## Registrarial Policies and Procedures

The Antioch Santa Barbara Registrar's Office maintains academic records for each student, including a file with original copies of evaluations, transcripts from other institutions, changes to registration, admission documents, and copies of correspondence (one exception: files for the M.A. Education Program are maintained by the Program). The Registrar's Office also keeps the student's quarterly course registration cards and produces Credit Reports showing which courses have been completed.

The Registrar's Office **must** be informed in writing when a student makes any changes in the course of study (add/drops); withdraws or takes an authorized leave of absence; or changes address, telephone number, or name.

The Registrar's Office may be contacted regarding the following items: verification of enrollment, processing of student loan deferments, processing of requests for transcripts of Antioch coursework; graduation reviews, diplomas, and other general information regarding student academic records.

### Student Status

#### Full-Time or Half-Time

Full-time status for undergraduate students is defined as a minimum of 12 units. The maximum load is 15 units. Full-time status for graduate students is defined as a minimum of 8 units and a maximum of 15 units. Half-time status for undergraduate students is defined as a minimum of 6 units and a maximum of 8 units. Half-time status for graduate students is defined as a minimum of 4 units and a maximum of 6 units. Students registering for more units than half-time, but less than full-time, pay the half-time fee plus a per-unit fee for the additional units. Students registering for less than half-time pay the per-unit fee. In the MAE/TC Program, full-time is 12-15 units, half time is 6-9 units. In all programs students registering for an overload (more than 15 units) pay an additional per-unit fee.

#### Enrollment Maintenance Status

The Enrollment Maintenance Status is designed for students who are not enrolled for new coursework during the current term but who wish to maintain enrollment status in order to:

- complete degree requirements including documentation;

- complete Incomplete work from the previous quarter;
- occasionally attend necessary courses at other institutions (see Earning Credit During Periods of Nonenrollment, below);
- work with the Antioch Advisor; or,
- make corrections necessary for Graduation, after the final quarter of residency. (Note that in the quarter a student intends to graduate, s/he must register for a minimum of 2 units or must be on Enrollment Maintenance Status.)

Enrollment Maintenance Status entitles the student to a reasonable level of advisement during the quarter, as well as access to certain noncredit-bearing activities. On a Leave of Absence, in contrast, no advisement 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 its degree program. **Enrollment Maintenance Status does not qualify for residency.** It allows student loan deferment for one quarter only. Two consecutive Enrollment Maintenance quarters are not permitted.

Students wishing to take a quarter on Enrollment Maintenance Status should consult with their Advisor, obtain the Advisor's permission, register at Registration, and pay the Enrollment Maintenance Fee. This status may affect a student's financial aid; *students planning for EMF should consult the Financial Aid Director for details.*

### Thesis/Project Completion Status

Given the highly individualized nature of an Antioch course of study, graduate students in the MA Organizational Management or in the MA Psychology-Individualized Concentration Programs are required to complete a Master's project. If the student has completed all degree requirements except for the Master's project, the student must register for Project Completion Status during the registration period. A graduate student also may register for Project Completion Status rather than Enrollment Maintenance Status when the primary purpose of the quarter is to work on the thesis or project.

### Leave of Absence

Students may take an **authorized** Leave of Absence (LOA) from Antioch for personal reasons any time after the first quarter of enrollment, without charge. This allows the student to leave school for a quarter while still maintaining an official connection with the University. An LOA may not be used to complete unfinished coursework or document clinical training hours toward MFT licensure.

The student may be on LOA for a maximum of two consecutive quarters. Absence from the program beyond that results in the student's being withdrawn; application for readmission is necessary to continue.

While on an authorized Leave of Absence, the student keeps her/his mail file, stays on the University mailing list, and receives official announcements and notice of next quarter's Registration. A student on Leave of Absence does not receive academic advising, and the faculty and Registrar do not process student work.

It is extremely important that a student desiring a Leave of Absence **files an official Leave of Absence form**, with an Advisor's signature, in the Registrar's Office during Registration. Students who leave school without filing this form are dropped from the mailing list. They are formally withdrawn from active student status and cannot re-enter Antioch without reapplying for admission. A new form is needed each quarter if the Leave of Absence extends for more than one quarter.

### Withdrawal

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

A student must notify the Registrar **in writing** of the intention to withdraw. Students on financial aid must also consult the Financial Aid Director. Students who have received a National Direct Student Loan must arrange with the Financial Aid Director for a loan exit interview.

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

Any student who fails to register, or who takes a Leave of Absence without filling out the official form at Registration, is subject to **withdrawal by the University**. Students who do not maintain good academic standing may also be withdrawn according to conditions stated in the Probation Policy.

### Auditors and Non-Matriculated Students

Auditors register in a course with auditor status, not for credit. Consent of the instructor is needed for auditing. Instructors normally expect that auditing students complete all readings and participate in discussions; the amount of involvement is determined by the instructor. Students taking a course for credit are given preference over auditors in over-enrolled courses. Audited courses appear on the Antioch transcript only if the instructor

certifies that the student was present in the class. If an auditor later wishes credit for the course, s/he must repeat the course. Students registered full-time or half-time may audit any course with the consent of the instructor for no additional fee. Students on Leave of Absence who wish to audit must pay the audit fee. Alumni auditors and auditors who are not matriculated students are required to register by filling out a Special Student Registration form and paying an audit fee. Antioch alumni auditing courses in the same program they attended pay a special reduced Audit Fee.

Non-matriculated students enroll in courses for credit without intending to earn an Antioch degree. Consent of the Program Chair is required. Students are required to register for the course(s) on a non-matriculated status. In over-enrolled courses, they are given low priority. Non-matriculated students must register during regular Registration time. They are not eligible for financial aid.

If a non-matriculated student later wishes to enter Antioch to work toward a degree, s/he needs to complete the regular admissions process and be formally accepted by Antioch. Credit earned, if any, is not automatically transferable. A petition for credit must be approved by the Program Chair. The non-matriculated period does not count toward residency.

### Credit Earned during Nonenrollment Periods

Students normally must be registered for Antioch classes (full-time, half-time, or per-unit) in order to earn Antioch credit. One exception to this policy is the rare case in which a student's Advisor recommends that the student take one or more courses at another institution while on Enrollment Maintenance Status. The arrangement must be approved in advance by the Advisor and the Program Chair. Approved units are handled 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 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.

## Diplomas

After the Application for Graduation has been submitted to the Registrar's Office by the third week of the final quarter of study, the Registrar orders the student's diploma. Diplomas arrive in the Santa Barbara Registrar's Office six to eight weeks following the end of the final quarter of study. When the diploma arrives, if all requirements for graduation (including financial obligations) have been met, the Registrar informs the graduate. The graduate may pick up the diploma in person, or for a \$7 fee the Registrar's Office will send the diploma by certified mail.

## Transcripts

Requests for official transcripts must be submitted in writing; a signature is required for authorization to release a student's record. If the student wishes, s/he may request that copies of assessments be sent along with the transcript. Transcript requests should be submitted at least 10 days in advance. Antioch cannot release the official transcript or diploma 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.

To order a transcript, the student may complete a Transcript Request Form obtained from the Santa Barbara Registrar's Office or may write a letter containing the following information:

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

Mailed transcript requests should be sent to the following address:

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

## Current Student Transcripts

A currently enrolled student may request a transcript showing work completed to date. The student fills out the Transcript Request Form and submits it to the Santa Barbara Registrar's Office with a \$6 fee per transcript or a \$10 fee per transcript plus assessments. The transcript reflects only work for which completed learning evaluations are currently on file in the Registrar's Office.

## Graduated Student Transcripts

Transcripts for graduated students can be issued anytime after a student has graduated and her/his records are officially complete. The transcript records all coursework completed for credit and the degree awarded. A Transcript Request Form and a check for \$6 (per transcript) or \$10 (per transcript plus assessments) must be submitted to the Registrar's Office. Students who graduated in 1985 or before should send their request to the Antioch campus in Yellow Springs, Ohio.

Upon completion of all degree requirements, an unofficial copy of the final transcript is sent to the student free of charge.

## Withdrawn Student Transcripts

Transcripts for withdrawn students reflect only work for which completed learning evaluations were on file in the Registrar's Office at the time of withdrawal. Students withdrawing after 1985 should request transcripts from the AUSB Registrar's Office. Students who withdrew in 1985 or before should request transcripts from the Antioch campus in Yellow Springs, Ohio.

## Permanent Files

The permanent official academic file for students graduating or withdrawing after 1985 is maintained at Antioch Santa Barbara, where it is permanently available. The final official academic file for students graduated or withdrawn prior to 1985 is maintained in Yellow Springs, Ohio, where it is permanently available.

## *Verification of Enrollment or Course Completion*

When requested in writing, the Registrar's Office provides students with letters verifying enrollment or verifying the completion of courses. However, letters of verification of completed coursework can be written only if assessments showing Pass for those learning activities are on file with the Registrar. Credit earned cannot be projected beyond

the student's current or most recent quarter of enrollment. Verification cannot be provided if the student has outstanding financial obligations to the University.

## *Transfer of Course Credit*

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

## *Study at Other Antioch Campuses*

Antioch University has campuses in Los Angeles; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio. Students enrolled at Antioch Santa Barbara may wish to study for a quarter or two at another Antioch site. The student must have the approval of the Advisor, and must inform the Santa Barbara Registrar as far in advance as possible. The student registers at the Santa Barbara campus, even if all classes will be taken at the host campus. The Registrar of the host campus will certify the enrollment and forward the records of learning activities to Santa Barbara upon completion. Generally speaking, if courses are over-enrolled, students from other campuses receive lower priority than home students. Consult the Registrar at the other campus for information on registration priorities there.

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

## *Academic Policies and Procedures*

### *Registration*

Official Registration takes place in the Registrar's, Financial Aid, and Fiscal Offices; the student turns in a signed registration card and pays tuition for the quarter. All courses, internships, traineeships, and independent studies need to be listed on the card with the proper course numbers and number of units for each activity. *Students are held accountable for completing all activities listed on the*

cards. Once admitted, all students must register each quarter for classes or for Enrollment Maintenance, Project Completion, or an authorized Leave of Absence. Students who fail to do so will be withdrawn from the University by the Registrar's Office.

Changes in registration may be made during the first three weeks of the quarter only, through the Add/Drop procedure described below. If a student fails to add a class or learning activity, s/he will not receive credit, even if work is completed. If a student fails to drop a class, s/he is obligated to complete the work or receive a No Credit designation. The two exceptions are explained below. Apart from these exceptions, there are no adds or drops after the end of the three week Add/Drop period.

### Enrolling in Classes Offered in Other Antioch Programs

A few Antioch courses are formally cross-listed, (i.e., offered with 300 numbers for BA students and also with 500 numbers for MA students). Students register for these as for any other classes in their own program. Graduate students are expected to achieve graduate-level performance in order to receive credit for a BA course.

### Undergraduate Students

BA Advisors may nominate exceptional students for enrollment in MAOM elective courses, MAP - Professional Development and Career Counseling courses, or MAP - Organizational Psychology courses. Students may contact their BA Advisor for information/consideration regarding these programs. Those students accepted can enroll in up to 12 MA units. These units apply to the BA degree. If accepted into the selected MA Program at a later date, the courses for which credit was awarded can count toward the completion of the MA Program.

BA students may not register for MACP classes. However, at times graduate seminars may be cross-listed with the BA Program, and space is made available for BA students. BA students also may approach MACP faculty members about Independent Study work.

### Graduate Students

Some of the courses in the BA Program and MA Psychology Programs are acceptable and appropriate electives for MAOM and MAE students and fit into individual areas of interest. Students must consult with their Advisor prior to Registration for approval to take a course in another program. MAOM and MAE students must achieve graduate-level performance in BA classes in order to receive credit for them. With the approval of their Advisor, MAP students may take MAOM and MAE courses on a space-available basis.

### Enrolling for Priors

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

If the student does not complete documentation of the Prior by the end of the quarter, the student has one additional quarter in which to complete the documentation. (Note: same policy as Incomplete Policy for current enrollment.) If incomplete is not finished by the next quarter, the student must re-register and pay again for the Prior. Prior learnings are transcribed when completed. Add/Drop policy is the same as current learning enrollment.

If the student does not register for at least two credits of current learning, an Enrollment Maintenance Fee is charged. Registering for Priors may affect financial aid status but does not affect residency.

### Enrolling for an Extra Unit

Enrolling for a class for one unit above the listed units sometimes is permitted (e.g., in order to pursue a special topic in greater depth through an additional assignment involving approximately 33 learning hours). An extra unit can be awarded only if the student explicitly negotiates the extra assignment with the Advisor and the instructor before registration, or during the first three weeks of class, and formally adds the unit upon registration or through the Add procedures.

### Taking Courses at Another Institution

A student may take advantage of courses offered at other regionally accredited institutions (1) if the course is not offered or is not available during the student's tenure at Antioch University; 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. There are four ways a course may be taken at another institution:

1. **Transfer credits.** Transfer credit usually refers to units taken in a previous course of study and transferred to the student's program at Antioch. Standarily, graduate courses that are more than five years old at the time of admission are not transferable. In addition, students may take a course at another regionally accredited educational institution while enrolled at Antioch and request that those units be transferred to their program. To do this, the student submits a Petition for Exception to the Advisor who

determines if the course is appropriate for transfer. Then the student registers at the host institution, passes the course with a grade of "B" or better for graduate students, "C" or better for undergraduate students, and arranges for the course credits to be transferred to the Registrar's office.

**2. Concurrent enrollment.** Courses may be taken concurrently at another regionally-accredited educational institution. The student submits a Petition for Exception to the Advisor, indicating that this course is not offered in Santa Barbara and is central to her/his educational goals. The student officially registers both on the Santa Barbara campus and at the other institution. The course instructor must agree to provide a narrative evaluation of the student using Antioch's Evaluator Learning Assessment and submit this evaluation to the Office of the Registrar.

**3. Auditing courses at another institution.** To receive credit for auditing a course, the student must submit an Application for Independent Study to the Advisor. The student designs the Independent Study to include the course to be audited, as well as other proposed learning activities and the method of demonstrating the learning. The student registers for the Independent Study at Antioch, attends the course at the other institution, and completes the remaining learning activities and course requirements with an Antioch Evaluator.

**4. Courses may be taken at other Antioch campuses** in Los Angeles; Seattle; Keene, New Hampshire; or Yellow Springs, Ohio. The student must submit a Petition for Exception to Policies and Procedures to the Advisor indicating the desire to take a course at the other campus. The Petition must be approved **both** by the Advisor **and** by the host campus. The student registers on the Santa Barbara campus and attends the desired course at the host campus. The units earned are recorded in the student's file in Santa Barbara.

## Independent Study

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

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

The student's Advisor reviews the proposal, consults with other faculty members, if necessary, and possibly recommends or requires changes before approval.

Therefore, *proposals should be submitted to the Advisor at least two weeks before Monday of the registration week for the quarter in which the independent study will be carried out.*

## Adding and Dropping

Classes and learning activities may be added or dropped without academic penalty during the first three weeks of the quarter by filling out an Add/Drop form and submitting it to the Advisor. The Add/Drop form requires the Advisor's signature. After the third week of the quarter students may not add activities, change the number of units, or add units. The student is held responsible for completing any units for which s/he has registered by the deadline, and credit cannot be earned for units not signed up for by the deadline. Students may withdraw from courses during weeks three - six and receive a pro-rated refund if tuition status is changed. However, academically the courses will be considered attempted but not completed activity.

**The two exceptions are:**

1. Students may add a Santa Barbara one-day seminar the Monday before it takes place, providing space is available, even after the Add/Drop deadline. The Registrar must be informed through an Add/Drop form filled out in full, with Advisor's signature. Los Angeles seminars open to Santa Barbara students must be added or dropped within the first three weeks.

2. Units for a MACP traineeship are credited each quarter at the end of the quarter, based on the number of units noted on the evaluation, even if this differs from the number of units for which the student originally registered.

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

## *Academic Writing and/or Math Skills*

Students enter Antioch with widely varying writing skill levels. Since Antioch emphasizes writing in almost every class, it is important that students develop their writing skills during their time in the program.

Undergraduate students receive credit for BA writing classes. Students who need help with particular academic

formats (e.g., American Psychological Association format) should speak to their Advisor about various forms of help that are available. Graduate students who need to improve their basic writing and/or math skills may enroll in BA writing and math classes on a not-for-credit remedial basis.

## *Computing Skills*

Graduate students are expected to have the computing skills necessary to support their basic academic needs (e.g., word-processing, spreadsheet manipulation, and ability to search reference files on the Internet).

Students who need help with these skills are given the opportunity to develop them as needed through not-for-credit workshops and/or credit classes.

All students in the MAOM Program are required to have access to a computer and modem.

## *Incomplete Work*

Normally, all work should be completed by the end of each academic quarter. For outside learning activities, students should take the initiative to obtain assessments promptly from evaluators and should make sure that the original copy of the evaluation reaches the Registrar's Office within one week of the end of classes.

The student is responsible for maintaining reasonable progress toward the degree — see section below on Satisfactory Academic Progress. However, incomplete work occasionally is allowed for good reason and with permission of the instructor.

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

### **One Quarter Limit**

All Incompletes must be made up within one quarter after the classes were taken. Credit for the Incomplete is awarded only if an evaluation with Credit Awarded reaches the Registrar's Office by one week after the last day of the next quarter (e.g., evaluations for Fall Incompletes must reach the Registrar's Office one week after the last day of Winter quarter).

The student is responsible for turning in incomplete work to the evaluator by the date assigned. Credit Awarded is not guaranteed; the instructor may find the work unacceptable and is not required to return the work to the student for revisions.

If an evaluation with Credit Awarded does not reach the Registrar's Office 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.

## *Review of Student Work*

Every student's academic progress is reviewed quarterly. The Registrar's Office determines how much work, if any, is incomplete. The Faculty 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.

## *Satisfactory Academic Progress*

Although Antioch programs offer students considerable freedom and courses are ungraded, students are expected to maintain satisfactory 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 student academic progress. Students whose evaluations indicate continuing academic problems, or students with excessive incomplete work, are contacted by the Advisor or Program Chair to discuss the problem. Probation, remedial work, or a period of withdrawal from the University may be recommended or required, but only after consultation with the student and after consideration of the individual situation. The faculty works closely with students to maintain satisfactory academic progress and to achieve their educational goals. Students who withdraw in a status of academic jeopardy may apply for readmission after four academic quarters (one calendar year) and may be granted academic forgiveness. Academic forgiveness results in the criteria for Satisfactory Academic Progress being applied as if the student were a new student.

## *Three Different Probations*

There are three different forms of probation at Antioch Santa Barbara. **Progress Probation** is determined by the Registrar, who is also authorized to remove it certifying satisfactory academic progress has been made. **Academic Probation** and **Clinical Training Probation** are determined by the program faculty and/or Academic Dean and are removed by the Advisor, program faculty, or Dean respectively.

### Progress Probation

Federal regulations require that Antioch University establish policies to monitor the academic progress of students who apply for and/or receive federal financial aid as well as non-financial aid students. Initial assessment of a student's academic progress occurs when a student has been enrolled at Antioch for two academic quarters. An assessment of academic progress is evaluated every term thereafter by the Registrar's Office.

To attain Satisfactory Academic Progress (SAP), a student must meet the following criteria:

- a) Satisfactorily complete 67% of attempted units;
- b) Complete the degree within five calendar years of entering a graduate program or within six calendar years of entering an undergraduate program;
- c) Within the last four-quarter period, receive at least 10 units of Credit Awarded as a graduate student or at least 12 units of Credit Awarded as an undergraduate student.

### Grade Equivalency

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

### Units Attempted

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

### Satisfactory Completion

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

### Consequences of Failure to Maintain Satisfactory Academic Progress

If a student is not meeting Satisfactory Academic Progress following the evaluation period, the student will be placed on probation the fourth week of the next quarter. Copies of the student's Progress Probation notice will be sent by the Office of the Registrar to the Financial Aid Office and the student's Faculty Advisor. Students who have not achieved Satisfactory Academic Progress will not receive any further financial aid until Satisfactory Academic Progress requirements are met.

For example, a student placed on Satisfactory Academic Progress Probation in the fourth week of Spring Quarter (based on academic work through Winter Quarter) has until the end of Spring Quarter to meet Satisfactory Academic Progress requirements. If the student does not meet Satisfactory Academic Progress requirements, the student will not receive financial aid for Summer Quarter and thereafter until the requirements are met. Financial aid will be reinstated the quarter following the student's meeting SAP requirements. For example, if the student is able to meet SAP requirements in the Summer Quarter, the student will be eligible to receive financial aid in the Fall Quarter.

### Waiver for Special Circumstances

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

### Academic Probation

Academic Probation is determined by the program faculty and/or Academic Dean, based on the assessment of the student's work in relation to the following standards, and with the following consequences:

- 6 units (BA), 6 units (MAP), and 8 units (MAOM) of No Credit evaluations in any learning activities over any period of time;
- failure to follow a course of learning deemed necessary by the Advisor;
- a pattern of ratings of "Unsatisfactory" or "Needs Improvement" and/or pattern of critical feedback in

evaluations, which in the Advisor's judgment is serious enough to indicate persistent academic problems which may warrant probation; or,

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

When a student is placed on Academic Probation, the Faculty Advisor or Academic Dean notifies the student of her/his Academic Probation status. It is the student's responsibility to respond promptly by setting up a meeting time with the Advisor, or with the Dean in the appropriate cases.

A plan is developed by the student and the Advisor. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, enrollment maintenance, or to take an approved leave of absence. BA students placed on Academic Probation because they did not complete the Educational Foundations course must meet with the Educational Foundations instructor and Advisor, and work out a plan for successfully completing and/or retaking the Educational Foundations Course. MAP students could have approval to enroll in a clinical training placement delayed. MAE students could have approval to engage in student teaching delayed. MAOM and MAP Individualized students could have approval to enroll for Master's document units delayed. A summary of the meeting between the Advisor and the student is written. 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 to demonstrate academic progress before registering for the following quarter. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card.

The student is removed from Academic Probation at the Advisor's or Dean's discretion, when in the Advisor's or Dean'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.

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 while on Academic Probation. Dismissal from the program is possible.

## Clinical Training Probation

Students in the MA Clinical Psychology Program are reviewed and evaluated for clinical suitability and skills in all courses, including traineeships. Students are expected to abide by the ethical standards for counselors and therapists published by the American Psychological Association and the California Association of Marriage and Family Therapists. Students may be placed on Clinical Training Probation and/or dismissed from the Clinical Psychology Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles for counselors and therapists.

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.

## *The Evaluation System*

### Academic Expectations

Antioch classes and learning activities vary in their level of difficulty, workload, and requirements. Broadly, one unit of credit is associated with 33 student learning hours. Often one-third of these hours are in the classroom, and the remainder are devoted to outside reading, writing, and other assignments. Thus, a 3-unit class generally entails 99 learning hours, and a 4-unit class 132 learning hours. These guidelines are approximate because individual students differ in the amount of time needed to complete a given assignment.

Instructors are free to design student requirements as they determine learning expectations in a particular class. To earn credit in the course, the student must meet the instructor's requirements concerning quantity and quality of work, exams, papers, and class attendance.

Instructors may add class meetings as needed. If these are specified in the syllabus at the outset of the course, the student is required to attend. If a student is unable to attend the added classes, additional work may be negotiated with the faculty member. In general, the instructor is the final arbiter of requirements for earning credit in a class. Students may be asked by their instructor or Advisor to undertake additional work if academic performance is not consistent or demonstrates need for improvement.

Student learning at Antioch is assessed through written narrative evaluations that allow detailed, meaningful evaluation of learning. Because students are not measured against one another, academic competition is minimized,

and cooperation is fostered. Students also are asked to self-assess throughout courses and their residency at Antioch. This is viewed as a valued aspect of personal and professional growth.

Although Antioch's official transcripts show only credits awarded, upon request, faculty can provide unofficial grade equivalents for students needing them for specific purposes such as tuition reimbursement. Copies of narrative evaluations are issued to show graduate schools the quality of student work. Antioch's nongraded credits are accepted for transfer to other institutions. (Note: Students planning further graduate work should make sure they are aware of specific entrance requirements of the program of interest.)

## Evaluation Process

Antioch finds traditional grading systems an insufficient measure of students' achievement, particularly since achievement at Antioch takes on different meanings for different students, and often involves experiential work along with more traditional conceptual learning.

For all Antioch learning activities, the evaluator turns in the original copy of her/his assessment to the Registrar. The Registrar records Credit or No Credit for the learning activity and places the assessment in the student's file in the Registrar's Office. The Registrar returns a copy of the assessment to the student, generally placing it in the student's mail file along with work submitted for the course.

At the end of the quarter, instructors evaluate student work using a form called the Evaluator Learning Assessment. The Evaluator checks 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.

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.

If a student receives a Credit Not Awarded evaluation, the student must repeat the class in order to gain 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 within one quarter or lose 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.

## Unofficial Grade Equivalents

Antioch's learning activities are ungraded. Grades never appear on transcripts, and a GPA is never calculated. University transcripts list learning activities for which credit is awarded. On the back page of the transcript are listed learning activities for which credit was not awarded. The back page is not sent out as part of the official transcript.

For most Antioch classes, students may, if they wish, approach the instructor **at the start** of a class or learning activity and state that they would like the instructor to write an unofficial grade equivalent on the narrative evaluation form at the end of the course. Some instructors may agree, although they are free to refuse. Grade equivalents are not given for one-day seminars. In the MA Clinical Psychology Program, grade equivalents are not available for seminars, Clinical Skills courses (PSC520A-Z), the Master's Project, traineeships, or PSC505A, Multicultural Awareness.

Unofficial grade equivalents may not be added to evaluation forms after an evaluation has been submitted to the Registrar's Office without a grade equivalent.

Credit Awarded in the BA Program would, if a letter grade were given, be equivalent to a "C" or better. Credit Awarded in the graduate programs would indicate the equivalent of a "B" or better. If a student requests an unofficial grade equivalent and is awarded a Credit Awarded but a letter grade below that of the required equivalency, the discrepancy may be addressed by (1) the student's redoing work to be of satisfactory quality; and/or (2) the instructor's reviewing the evaluation and choosing to change either the awarding of credit or the unofficial grade. Whatever the decision, a discrepancy between the awarding of credit and the unofficial grade equivalency cannot remain in the permanent record.

Students are sometimes under the impression that grades are necessary in order to be admitted to graduate programs. We have not found this to be true. Antioch graduates have been admitted to demanding M.A. and Ph.D. Programs for many years without formal grades, on the basis of letters of recommendation and/or copies of the narrative evaluations. If a student is interested in a particular

graduate program, it is useful to inquire whether grade equivalents are desired by that program.

Students who need grade equivalents for tuition reimbursement or a letter certifying satisfactory completion of a quarter's work should consult the Registrar.

### 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 Academic Dean, 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

Antioch encourages students to discuss any 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 BA and MAE courses, a written mid-quarter feedback procedure is used, providing a way for students to communicate with the instructor anonymously about the course while it is still in progress.

In MAP courses, part of each class in the sixth week is devoted to a mutual faculty-student discussion of how the class is developing. These are not evaluation processes as much as opportunities for dialogue about the learning experience.

Written evaluations, along with discussions with student representatives, provide outlets for communication and feedback to the Program Chair.

Students also may wish to be involved in on-campus activities in addition to their academic work. Currently two student groups provide opportunities for this experience: Student Council and the Student Diversity Group.

### Exceptions

#### **Petitions for Exceptions to Policies and Procedures**

A student who wishes to petition for an exception to any academic or registrarial policy or procedure must fill out a Petition for Exceptions to Policies and Procedures, explaining why the student feels an exception is warranted. The petition is submitted to the Advisor, and then considered by a committee of faculty members. The student is informed of the committee's decision as soon as it is available. Rulings on all petition decisions may be appealed to the Academic Dean.



# TUITION AND FEES

## Tuition 2001-2002

Antioch Santa Barbara does not compute tuition by the number of units for which a student registers in any one quarter. Rather, the student registers and pays for a designated number of full-time quarters or the equivalent number of half-time quarters. Antioch charges more than half-fee for half-time status because many fixed expenses remain the same.

### Full-time tuition per quarter

BA (12 -15 units) .....	\$3,600
MAE (10 -15 units) .....	\$3,750
MAP and MAOM (8 - 15 units) .....	\$3,750
BA Weekend (12 -15 units) .....	\$3,800
MAOM Weekend (8 - 15 units) .....	\$3,950

### Half-time tuition per quarter

BA (6 - 8 units) .....	\$2,160
MAE (6 - 9 units) .....	\$2,250
MAP and MAOM (4 - 6 units) .....	\$2,250
BA Weekend (6 - 8 units) .....	\$2,280
MAOM Weekend (4 - 6 units) .....	\$2,370

### Per-unit tuition and overload charge

BA .....	\$360
MAE .....	\$375
MAP and MAOM .....	\$375
BA Weekend .....	\$380
MAOM Weekend .....	\$395

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

## 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 Antioch. One-third of the amount owed is due at registration, and a fee of \$30 is required. Arrangements must be made in advance of registration.

## Tuition Refund Policy

The refund schedule applies in cases of withdrawal from the University as well as in cases of reduction in the number of registered units during a quarter. For refund purposes, a week of classes refers to a calendar week beginning with the first day of classes — holidays not considered. The effective date for determining a refund is the date the Registrar receives written notification of a drop (signed by the Advisor and Financial Aid officer) or withdrawal from the student. Students have a right to a full refund from all tuition charges if they notify the University in writing, and the written notification is received prior to or by the last day of the official first week of instruction. The University's refund policy for students who have completed 60% or less of the new course of instruction shall be a pro-rated refund. New students who withdraw from the University during the second or third week of the quarter are awarded a full-tuition refund minus a special service fee of \$100 or 5% of the tuition, whichever is less. If the University cancels or discontinues a course, the University will make a full refund of all associated tuition charges. If the student withdraws from a course in the fourth, fifth, or sixth week, a fee of \$100 or 5% of the tuition, whichever is less, shall be charged. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal. The refund shall be the amount charged for instruction multiplied by a fraction, the numerator of which is the number of hours which the student has not received but for which the student has been charged, and the denominator of which is the total hours of instruction for which the student has been charged.

## Full-Time Attendance

For the purposes of defining tuition, residency, academic progress, and financial aid, full-time attendance is defined as follows:

BA Students .....	12 units minimum per quarter
MAE .....	10 units minimum per quarter
MAP Students .....	8 units minimum per quarter
MAOM Students .....	8 units minimum per quarter

## Half-Time Attendance

For the purposes of tuition, residency, academic progress, and financial aid, half-time attendance is defined as follows:

BA Students .....	6-8 units per quarter
MAE Students .....	6-9 units per quarter
MAP Students .....	4-6 units per quarter
MAOM Students .....	4-6 units per quarter

Certain financial aid programs and policies require students to be enrolled full-time. Other financial aid programs allow students to be enrolled half-time or more. Less than half-time attendance cannot be included in the computation of residency.

Antioch University has established a minimum fee schedule that is reasonable and yet allows us to cover administrative and student services costs associated with the delivery of services. As a matter of policy, Antioch University does not waive any of the tuition fees described herein under any circumstances.

## Enrollment Agreement

The Council for Private Postsecondary and Vocational Education requires all Antioch University Southern California students to sign enrollment agreements with the University that outline student rights as consumers of education. Students should check with the Registrar's Office if they have further questions. One copy of the agreement is given to the student at the time of registration, and another is retained by the University.

## Fees 2001-2002

Application Fee .....	\$60
Enrollment Maintenance Fee .....	\$425
Prior Experiential Learning Fee (1-5 units) .....	\$200
Project/Thesis Completion Fee .....	\$425
Graduation Fee .....	\$75
Late Registration Fee .....	\$50
Returned Check Fee .....	\$25
Transcript Only Fee .....	\$6
Transcript and Narrative Assessments Fee .....	\$10
Special Services Fee .....	\$100
Insurance Fee (MACP students only) .....	\$10 per qtr
Technology Fee .....	\$10 per qtr
Audit Fee Per Unit:	
BA .....	\$125
MAE .....	\$135
MAP and MAOM .....	\$135
Non-matriculated:	
Antioch Alumni per Unit Charge:	
BA .....	\$200
MAE .....	\$210
MAP and MAOM .....	\$210
Antioch Non-matriculated Alumni Audit Fee per Unit	
BA, MAE, MAP, MAOM .....	\$50

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

### Application Fee

This fee must accompany the Application for Admission. Consideration for admission will not be given until the fee is paid. Students who completed their undergraduate degrees with Antioch 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 Admission Application Fee, although that fee is reduced. Admissions application fees are non-refundable. Currently enrolled Antioch Los Angeles students who apply for transfer to Santa Barbara pay a reduced fee of \$30.

### Audit Fee

A non-matriculating student who wishes to audit a course should submit a Special Student Registration Form to the Office of the Registrar. Auditors then obtain permission from the Program Chair, register for the class in the Registrar's Office, and proceed directly to the Fiscal Office for payment of fees. Auditing is permitted when there is sufficient space in the class and Chair permission is granted.

### Enrollment Maintenance Fee

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

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

Payment of the Enrollment Maintenance Fee allows the University to certify to other institutions or agencies that the student is participating in her/his degree. Enrollment certification under this registration status provides eligibility for student loan deferment for one quarter only.

Students must register and pay the Enrollment Maintenance Fee during the quarterly registration period. Students may not initiate new learning activities for credit while on Enrollment Maintenance status (unless under special circumstances approved by the Program Chair).

### Thesis or Project Completion Fee

The Thesis/Project Fee is designed for students in the MAP and MAOM Programs who have completed all coursework and residency requirements and who require advisement in order to finish a thesis or project. Students who are completing their MA thesis or project under this status must register and pay the Thesis/Project Completion Fee during the quarterly registration period.

### Special Services Fee

The Special Services Fee is a charge of up to \$100 that is imposed in various registrarial or administrative situations which require special service for the student. Examples include, but are not limited to, situations in which a special request for a late registration is approved by the Registrar, or in the case of an applicant's file that requires extensive review by the faculty or the Registrar in order to determine whether a special set of degree requirements is in order for the readmitted student.

### Graduation Fee

Students must file the Application for Graduation form by the end of the third week of the quarter in which they intend to graduate. Failure to meet the deadline results in a substantial delay in receiving a diploma. In addition, the Registrar places a hold on the student's file. A \$75 processing fee is required when submitting the application.

### Prior Learning Fee

Undergraduate students are charged a \$200 fee for each Prior Learning evaluation (1-5 units). The fee is paid when the student registers for the prior.

### Leave of Absence Fee

A Leave of Absence (LOA) is an approved quarter of non-attendance for matriculating students. Leave of Absence status must be renewed each quarter. The student must complete and file an approved Leave of Absence form with the Registrar's Office during regular registration. The Registrar may impose a special service fee for LOA forms which are submitted late. Failure to file the form will subject the student to withdrawal from the University, a readmission charge of \$60, and the need to meet changed academic requirements in force at the time of readmission.

### Liability Insurance Fee

#### (MACP students only)

A \$10 quarterly Liability Insurance Fee is initially mandatory for new MACP Fall and Winter students, and optional for continuing MACP students who already have insurance.

### Technology Fee

A \$10 quarterly Technology Fee is assessed to all students.



# FINANCIAL AID

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The Financial Aid Office provides application information, budget and debt management counseling, and evaluates students' eligibility for the available student financial aid programs. With the Federal and State financial aid available, Antioch makes every effort to ensure that any student who is accepted can attend. Most grant and loan awards are made on the basis of financial need, but even students ineligible for need-based aid can receive other forms of loans. Usually financial aid (including loans) can be obtained for educational expenses (tuition, fees, books). Generally, financial aid does not cover living expenses during enrollment.

Financial aid counselors work daytime and evening hours with each prospective student to explain possibilities, verify financial data, and assist with applications to lending agencies.

One of the fundamental principles of financial aid is that the student and her/his family have the primary responsibility to pay for the cost of college education, to the extent of their ability. Therefore, students are asked to contribute a portion of their resources to pay the costs of tuition, fees, books, supplies, and living expenses. The amount that each student is expected to pay toward these costs varies and depends upon the specific financial circumstances of each student. Antioch uses the federally required Need-Analysis system to determine how much each student must pay. Once a student's contribution is determined, the Financial Aid Office develops a package of financial aid awards that attempts to make attendance at Antioch University affordable.

Funds are available from federal and state sources, private sponsors and from University resources. More than 70 percent of Antioch students receive some form of financial assistance. Most financial aid awards are based on an individual applicant's demonstration of need. Need-based awards are available only to U.S. citizens or eligible non-citizens who are enrolled at least half-time.

The following financial aid programs are available at Antioch University:

- **Federal Pell Grant** - Federal grant that need not be repaid (for Undergraduate students only).
- **Federal Supplemental Educational Opportunity Grant (FSEOG)** - Federal grant that need not be repaid (for Undergraduate students only).
- **Cal Grant A** - State grant that need not be repaid (for Undergraduate students only).
- **Cal Grant T** - State grant that is repaid by working at a low-performing school after graduating (for students on the first year of the MAE/TC program).
- **Antioch Tuition Grant (ATG)** - Institutionally funded grant that need not be repaid; the purpose of which is to increase participation by under represented groups. Must be receiving Financial Aid to apply.
- **Antioch Opportunity Grant (AOG)** - Institutionally funded grant that need not be repaid; the purpose of which is to increase participation by under represented groups. Apply to the Program Chair of your Department. Other criteria may be required.
- **Federal Work-Study Program (FWSP)** - On-campus employment, with earnings applied to the cost of attendance or living expenses; based on financial need.
- **Federal Perkins Loan** - Low interest loan with delayed payback; based on financial need.
- **Federal Subsidized Stafford Loan** - A variable interest loan with delayed payback. Interest paid by the government while in school.
- **Federal Unsubsidized Stafford Loan** - A variable interest loan with delayed payback. Interest accruing while in school; based on financial need.
- **GRE Fee Waiver Program** - Undergraduate students intending to take the GRE can receive a fee waiver if they meet the criteria and qualifications.

## *Applying for Financial Aid*

Because the financial aid application process is time-consuming, students should begin applying for financial aid at the same time they begin applying for admission to an Antioch program. Obtaining financial aid takes a minimum of 8 to 10 weeks, because of the time required by the Department of Education, which processes financial aid materials for all accredited institutions. Antioch provides detailed instructions and help at every stage of the financial aid application process.

Students receive financial aid through the following process:

1. The applicant may pick up or requests by phone from the Financial Aid Office the required Free Application for Federal Student Aid form (FAFSA). After reading it carefully and completing the form, it may be mailed in the envelope included with the FAFSA form. However, applicants are encouraged to use FAFSA on the web for a much quicker processing time. Go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. The applicant may call or make an appointment to visit the Financial Aid Office with questions, or help with the form. Antioch University's code is EOO556.
3. The applicant should receive a Student Aid Report (SAR) from the Department of Education within 8 weeks of the date the Free Application for Student Aid form was mailed, 4 weeks if completed on the web.
4. When the applicant receives the Student Aid Report, s/he should call the Financial Aid Office for an appointment.
5. The applicant should bring the following to the appointment: the Student Aid Report, the previous year's tax forms, Social Security card, driver's license, two complete addresses and phone numbers of relatives or friends, and any information about the applicant's prior student loans.
6. At this appointment, grants or loan plans are finalized. The applicant signs any loan forms.
7. Loan checks usually are available on the first day of classes or after 10 to 14 days bank processing time.

### **Financial Aid Cautions**

All forms of financial aid are disbursed on a quarterly basis. Eligible students must be enrolled with at least a half-time status. Financial Aid awards may be drastically affected when students withdraw for a quarter, change from full to half-time status, or fail to maintain satisfactory academic progress. Students planning changes in enrollment status,

or who are experiencing academic difficulty should contact the Financial Aid Office to discuss the implications prior to change.

## *Scholarships*

Many outside organizations offer awards based on place of residence, background, professional affiliations and/or field of study. A listing of scholarship search websites is provided in the Financial Aid Office. Students are responsible for applying for these awards. Students applying for financial assistance must immediately notify the University Financial Aid Office if assistance is awarded or received from other sources. The Financial Aid Office is required to revise and adjust the aid offered or awarded from outside resources in order to prevent a student from being over awarded under federal guidelines. Repayment of part or all of any award will be required immediately if the student's resources are determined to exceed allowable expenses.

## *Veterans Administration Educational Benefits*

Veterans benefits were designed to assist veterans and their dependents in reaching their educational goals. These benefits will be considered as a resource in calculating your eligibility for financial aid.

### **The Montgomery GI Bill (Chapter 30)**

- Enlistment after July 1, 1985 is required;
- Service person must have participated in the pay reduction program;
- Monthly payment rate will vary with the length and type of service;
- Monthly "self-certification" is required to insure benefit payments.

### **U.S. Department of Veterans' Affairs Vocational Rehabilitation Program (Chapter 31)**

- Available to certain veterans who have a service-connected disability of 20 percent or greater;
- Provides a monthly stipend;
- Also covers the cost of tuition, books, supplies, and tutorial or special assistance;
- Students should use this benefit within 12 years of the date of discharge;
- Eligibility is determined on a case-by-case basis.

### **Veterans' Educational Assistance Program (Chapter 32)-VEAP-Post Vietnam Era**

- Enlistment between January 1, 1977 and June 30, 1985 is required;
- The total VEAP benefit is calculated by adding the amount of personal and Department of Defense contributions made during the years of active service;

- Normal maximum rate of payment is \$225 per month for 36 months;
- The Department of Defense may make additional contributions which will raise the monthly amount.

### Vietnam Era GI Bill (Chapter 34/30)

If your enlistment or delayed enlistment was prior to December 31, 1976, and you remained on active duty until at least July 1, 1987, and received an honorable discharge, you may be eligible to "rollover" into the Montgomery GI Bill. Under this program, you would receive 1/2 of the amount you would have been eligible for under the Old GI Bill, plus the full amount of the Montgomery GI Bill. Eligibility is determined on a case-by-case basis.

### Dependents' GI Bill (Chapter 35)

- A child or spouse of a service-connected deceased; or
- 100-percent-disabled veteran may be eligible for VA educational assistance;
- Marital status of a dependent child is not a factor in determining eligibility;
- Benefits may be used until the dependent has reached the age of 26 or for eight years from the date that eligibility is determined, whichever is later.

### Reservists' Montgomery GI Bill (Chapter 106)

- Enlistment or extension for six years of reserve duty after July 1, 1985 is required;
- Does not require a contribution by the service member.

U.S. Department of Veterans' Affairs  
Toll-Free Telephone Number: 1-800-827-1000.

## *Federal Work-Study Program (FWSP)*

The Federal Work-Study program is a campus-based aid program, providing jobs within the various campus offices, for undergraduate and graduate students who have established financial need through the submission of the FAFSA. Students who wish to continue as FWS employees must re-apply annually. Federal Work-Study assistance is awarded on a first come first serve basis. Students must be enrolled at least half-time and maintain satisfactory academic progress. Every effort is made to place the student in the job requested. Personal interest, past work performance and work skills are key factors that will be considered for placement. The FWS salary is at least the current federal minimum wage, but it may be higher. The total FWS award depends on when the student applies, the level of need, and the annual federal funding level received. Work-Study students must receive a favorable work performance evaluation on a quarterly basis to continue as a Work-Study student. Work-Study students may work no more than a maximum of 35 hours/week and 8 hours/day when school is in session and during quarterly breaks. Students are paid biweekly, with

paychecks distributed by the Fiscal Office on Fridays. University administrative policies provide an established procedure to mediate any problems that arise as a result of grievances involving student employment.

### Federal Return of Title IV Funds Policy

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the forms of a Pell Grant, Supplemental Educational Opportunity Grant, Federal Subsidized and Unsubsidized Stafford Loans, Federal PLUS loans or Federal Perkins Loans and withdrew on or before completing 60% of the quarter. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the quarter divided by the number of calendar days in the quarter. Scheduled breaks of more than four consecutive days are excluded.

Federal Financial Aid regulations have defined that a student who withdraws or stops attending prior to completing 60% of a semester has not earned 100% of the federal financial aid that was received. That student may be required to return a portion of his or her federal aid.

**Withdrawn Students** - A student's withdrawal date is:

- the date the student began the institution's withdrawal process or officially notifies the institution of the intent to withdraw, or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically related activity

The order of return of unearned Title IV assistance, returned by the school or student, is credited first to the outstanding Title IV loan balances for the student. Excess funds must be credited to outstanding balances in the following order:

- \* Federal Unsubsidized Stafford Loan
- \* Federal Subsidized Stafford Loan
- \* Federal Perkins Loan
- \* Federal PLUS Loan
- \* Federal Pell Grant
- \* Federal SEOG
- \* Other Title IV assistance for which a return of funds is required
- \* State Grants
- \* Institutional Aid
- \* Private Aid
- \* BIA
- \* Vocational Rehabilitation
- \* Money paid on Account of Student
- \* Other

For example: Suppose a student withdraws on the fourteenth day (in the second week) of classes of a 70 calendar day quarter. Also suppose that the charge for tuition was \$3,400 and was paid as follows: a \$1,500

Subsidized Stafford loan, \$1,100 Federal Pell Grant, \$100 SEOG, and a \$700 Federal Perkins Loan. Under the "Return of Title IV Funds" policy, \$1,500 would be paid on the Subsidized Stafford loan, \$700 would be returned on the Federal Perkins Loan and \$510 would be returned to the Federal Pell Grant. Under Antioch's Institutional policy, an additional \$10 would be returned to the Federal Pell Grant program. In summary, of the \$3,400 of institutional charges, \$2,720 would be refunded and returned to various sources.

# STUDENT SERVICES & FACILITIES

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## *Advising*

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

## *Books*

Antioch University Santa Barbara uses MBS Direct, an online company located at [www.mbsdirect.net](http://www.mbsdirect.net), for its bookstore. Books can be purchased in four ways. They may be purchased online, over the phone, by fax, or through the mail. Payment may be made by credit card, personal check, or money order. Students choose from a variety of shipping options. MBS Direct also sells used textbooks, and is able to purchase textbooks back from the students.

## *Readers*

In addition to textbooks, some Antioch courses utilize compilations of journal articles and book chapters, collectively bound as custom course readers. These readers are available for students to purchase during the first week of the quarter on campus. Readers can also be picked up or purchased by mail at Grafikart, 6547-B Pardall, Isla Vista, CA 93117.

## *Disabled Students Services*

Any disabled student requesting accommodations is responsible to contact the Dean of Academic Affairs upon acceptance to the University. Documentation of disabilities is required before reasonable accommodations can be established. Antioch's manual, *Enhancing Accessibility*, outlines policies, procedures, and services available. Contact Academic Services to receive a copy free of charge.

## *Instructional and Library Resources*

### *Academic Computing and the Technology Classroom*

Students have access to a number of personal computers during normal 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 World-Wide Web for research. In addition, the classroom offers discipline-specific software programs and on-line databases along with a small reference library and a collection of computer self-training materials. A quiet-study room, equipped with computers provides computer access to students when the classroom is used for classes. The Technology Classroom provides access to the Internet, with access to the World-Wide Web, Telnet, and FTP programs. Through these services, students can access local libraries and search card catalogs.

### *Library Resources*

Becoming familiar and comfortable with the use of an academic library is an essential part of an Antioch education. Although Antioch does not operate an on-site, hard copy library of its own, it is eager to support students in obtaining library privileges at University libraries in the Santa Barbara area. Most students use the research library at the University of California at Santa Barbara (UCSB) or at California Polytechnic State Institute at San Luis Obispo (Cal Poly) for their studies. Antioch students may obtain a UCSB card by showing their Antioch University Student Identification card and purchasing the card. This card provides UCSB library borrowing privileges for the current academic year (September 1 - August 31). (For information,

call (805) 893-2477.) After joining, the student can apply to Antioch's Voucher Fund for reimbursement of all costs.

The Antioch Santa Barbara Masters in Education and Teaching Credential Program maintains a small on-campus library consisting of approximately 1,500 titles. Students have access to this library on a daily basis; it is managed through an automated system. Students can check out titles in both children's literature and professional development.

Because of our affiliation with Antioch University in Yellow Springs, Ohio, we have access to OhioLINK, an online library and information network of resources. Students, faculty, and staff can access various resources, online books, and specific research databases in many fields, such as social sciences, arts and humanities, education, business, and the sciences. Although you can access OhioLINK, and gain access to many resources, the use of the actual research databases requires that you be a current student, faculty, or staff member and that you "authenticate" yourself as a bona fide member of the AUSB community. If you are using a computer from on-campus, you are "automatically" authenticated in the sense that there is IP recognition between our on-site computers and OhioLINK. If you are not on campus, you will need to "authenticate" yourself to the OhioLINK system with your name and your unique Datatel ID number. Further instructions of this process will be distributed at the student orientation.

### *International Student Services*

Antioch University Santa Barbara is approved for attendance of non-immigrant students by the Department of Justice. Students from other countries who are studying at Antioch on student visas are obligated to follow certain requirements in order to keep themselves in status with the U.S. Immigration Service.

A selected group of staff members in the Admissions Office and the Registrar's Office serve as Designated School Officials (DSO) empowered to issue and sign I-20's for admission and for travel outside the United States. Visa services are not provided, but the institution will vouch for student status. Financial aid for F-1 visa students is not available at this time.

In addition to following the advice of the student's Advisor, it is important to consult the Designated School Official (DSO) in the Admissions Office, who serves as the principal foreign student Advisor, or the Registrar's Office, in several important instances. These situations include reporting to the Registrar after initial admission or readmission to the University, before considering any registration status other than full-time; reporting to the Admissions DSO when seeking assistance and information in cases of financial or medical emergency; when contemplating travel outside the United States during or after the conclusion of the student's program of study; and any questions about visas,

extensions of stay, curricular, practical training, post-degree completion practical training, school transfer, academic program transfer, or change of immigration status. Contact the Admissions DSO for information on International Student Health Insurance and the filing of Income Tax Returns with the Federal Government.

### *Student Health Insurance*

Health insurance, priced reasonably for students, is available, and information brochures are located by the student mailboxes.

### *Student Identification Cards*

Student identification cards are issued to all new students either at Student Orientation or in the student's mail file. Thereafter, quarterly validation stickers are issued at each registration. If an identification card is lost, contact the Registrar's Office.

### *Student Mail Files*

Every Antioch student is assigned a file in the student mailbox area. This is the student's "mailbox" for Antioch mail, including announcements, official notices, assignments returned by instructors, and copies of Evaluator Learning Assessments. Students should be sure to check the mail file each time they are on campus.

### *Student Forms*

Student Forms are located in the hallway by the Registrar's Office, on the first floor.

### *Voucher Fund*

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

Students interested in Voucher assistance must first pay for the activity and obtain a receipt. The student next submits a Voucher Application Form to the Faculty Advisor, by the fifth week of the quarter in which the activity takes place. The application should clearly describe the nature of the activity, the rationale and the total, and receipts for expenses should be attached to the application. The Voucher Committee meets, disburses the available money for the quarter, and informs the student what portion can be credited. The credit is deducted from the tuition bill for the following quarter.

## Facilities

### The Building and Physical Facilities

Antioch's lease at 801 Garden Street specifies the first and second floors for normal office and academic use and for student life. Although Antioch rents the second floor Media Room for selected occasions, students should be aware that they may not use this room at other times. The upstairs Media Room kitchen facilities are not available to Antioch Students. The administration and faculty appreciate student cooperation with these terms of the lease.

### Parking Choices

The following options are available to Antioch Santa Barbara students:

- **On-site garage parking.** Students may park in the basement garage only after 5:30 p.m. weekdays and all day on weekends. Any students who park in the garage weekdays 8:00 a.m. - 5:00 p.m. without displaying a valid carpool permit will be towed.
- **Street parking is available nearby.** Although crowded during the day, after 5:00 p.m. there is ample parking near Antioch. Be sure to pay attention to the parking signs on each street. Some streets are available all day, some are for only 90 minutes. There is unlimited street parking after 6:00 p.m.
- **Carpool parking is available for students who drive to campus with two or more riders (including driver).** Carpooling students are eligible to park in the downstairs on-site garage. If you wish to pursue this option, please fill out a carpool form located on the shelf outside Nicki Sander's office. Put the completed form in her mailbox. She will give you a permit for the carpool parking in the garage.
- **Bus Passes.** Students may submit requests for reimbursement of bus pass fees by filling out a request for petty cash check (obtained from Fiscal Office) and attaching both a Santa Barbara MTD numbered receipt and the actual punched bus pass. The MTD receipt must show the student's name and the amount. Requests are not honored if information is incomplete and/or both items are not attached.
- **Bicycling/Walking.** A reduction in student fees of \$60 per quarter is offered to students who use this method of travel. A signed contract is required, and compliance is based on the honor system. Please see Linda Hackett, Fiscal Officer, who will provide you with a contract to sign and will credit your student account for \$60.
- **Commuter Parking Lot.** Antioch will reimburse the monthly parking fee of \$30 for students who park in the City commuter lot located at the corner of Santa Barbara and Cota Streets (three blocks away, where the Farmer's Market is held on Saturdays). Students must apply for a permit themselves, by contacting the Santa Barbara Downtown Parking at 966-9368. This is a pleasant 5 minute walk, but it is difficult to get a permit, due to the waiting list.
- **City Parking Lots.** Several lots are located nearby, and the charge is \$1.00 per hour after 75 minutes. Antioch will reimburse for this with a receipt. See Linda Hackett



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

Fundamental to this learning process is a respect for difference. Because each adult brings very particular histories, experiences, and ways of knowing to the classroom, each student can benefit from an authentic interaction with another. Discussion and debate depend on an appropriate degree of respect for all persons involved and for the distinct experiences which 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 a certain degree of responsibility for the success of the learning experience of the class as a whole.

## *Academic and Ethical Standards in the Classroom*

### *Confidentiality*

Because class discussion at Antioch often involves a high degree of personal information, it is important to maintain confidentiality if this has been the agreement in a particular class. As a related issue, it may not be appropriate to tape-record classes, even if only for personal review. Instructors should be asked if taping would be permissible.

### *Intellectual Integrity*

Strong standards of intellectual integrity form the basis for all academic inquiry at Antioch and should be the direct

responsibility of each member of this learning community. The faculty is genuinely interested in teaching students how to think clearly and to organize that thinking into appropriate forms of presentation. This includes ways to acknowledge and document the development of ideas that form the basis for students' work.

### *Plagiarism*

Plagiarism is a violation of the principle of intellectual integrity and inquiry and, as such, is taken seriously when it occurs. Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Extreme forms of plagiarism include submitting a paper written by another person or from a commercial source, or turning in a paper comprised solely of selections from other sources without appropriate acknowledgment. Paraphrasing an author's ideas or quoting even limited portions without proper citation is also plagiarism. If there is any question about the nature of plagiarism, students are encouraged to meet with their Advisors or the course instructor for clarification, or to review reference texts such as *A Writer's Reference*.

Students are encouraged to keep all drafts and notes pertinent to the development of a paper until it has been reviewed and returned with Credit Awarded. This is because a student may hand in an unusually good paper to an instructor who is unfamiliar with the student's work. The instructor may be unsure whether the student has written an outstanding paper or has copied all or part of it. The student can easily resolve the instructor's uncertainty by presenting copies of notes, work in progress as stored on computer discs, or drafts of the paper.

A faculty member who suspects plagiarism will make every effort to speak with the student and obtain pertinent information. The faculty member should consult the Program Chair and additional inquiries may take place. If a case of plagiarism is substantiated, the Program Chair may: place a record of plagiarism in the student's file; deny credit for the course; require that the plagiarized assignment be rewritten under supervision of the Advisor or a writing tutor; assign alternative work which must be completed in order to obtain credit; place the student on academic probation; and/or dismiss the student from their program and the University.

Once the Program Chair makes a decision, the student may appeal to the Academic Dean under the grievance procedures described at the end of this section. A second confirmed incident of plagiarism results in automatic dismissal from the University.

### Other Forms of Academic Dishonesty

Any form of academic dishonesty reveals a lack of personal and academic integrity and detracts from the quality of the student's learning and the learning community as a whole. It is also a violation of University policy.

Academic dishonesty is considered to be any form of plagiarism or any attempt to obtain credit for academic work through deceptive or dishonest means. These could include:

- submitting work previously used in another course;
- using surrogates to prepare required course materials or acting as a surrogate; or,
- any act which defrauds the results of the academic process.

In addition to the reasons discussed above, students may also face sanctions including academic conduct probation or dismissal from the University for 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;
- theft of University property;
- sale of illegal drugs;
- possession or use of explosives or deadly weapons;
- destructive behavior on University property; or
- any action which violates the purpose of the University or the rights of those who comprise the University.

Students suspected of committing any of the above violations of University policy will be accorded procedures consistent with the process outlined below before disciplinary action is imposed. Disciplinary action may include probation, suspension, or dismissal.

When a violation has occurred, the instructor or responsible administrative person notifies the relevant Chair, the Academic Dean, the President, and the student in writing. The Chair and/or Dean of Academic Affairs investigate the case and follow procedures outlined in the Grievance Procedures section of this catalog.

## *Professional and Ethical Standards in Clinical Training*

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

Questions which arise about students' ethical conduct in clinical training work are addressed through the following procedure. The Director of Clinical Training 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 a course of action to be taken to the Program Chair. The Program Chair reaches a decision which 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, up to dismissal from the MA program.

The student may appeal this decision and/or the sanction to the Academic Dean, and, if dissatisfied, to the President.

# *Policies*

## *Confidentiality of Student Information*

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

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

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

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

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

Further details about FERPA, including the right to inspect and review records, rights and procedures related to non-disclosure of directory information as defined by FERPA, the right to amend records the student considers to be inaccurate or misleading, the types of records kept by

Antioch University Santa Barbara and their locations and custodians, may be obtained from the Registrar.

Note: Students who graduated or withdrew from an academic program prior to July 1, 1985 have their records archived in the Office of the Registrar at Antioch College located in Yellow Springs, Ohio. The Associate Registrar for University Services in the Office of the Antioch College Registrar acts as custodian of these records.

## *Disabilities*

Antioch University Southern California complies with Section 504 of the Rehabilitation Act of 1973, with the Americans with Disabilities Act (ADA) of 1990, and with other applicable federal and state regulations that prohibit discrimination on the basis of disability. Persons who meet program and University admissions criteria shall be eligible for reasonable accommodations to ensure equal access to employment, to educational opportunities, to programs, and to activities in the most integrated setting possible. This is Antioch's legal and ethical responsibility.

It is Antioch's policy that qualified persons with disabilities have access to, can participate in, and can benefit from any program or activity operated by Antioch University. Accommodations are designed on a case-by-case basis, depending on individual goals and needs, and institutional achievability.

## *Discrimination*

Antioch University reaffirms that it is the intent of the institution to create an atmosphere free from discrimination, related but not limited to ethnic minority status, sexual orientation, religion, physical disability, and/or age.

Students who feel they have been subject to such discrimination have several options. The student may choose to talk informally with the person perpetrating the discrimination in the hopes of stopping the behavior. The student may choose to discuss the issue with an Antioch faculty or staff member. That person, however, is legally required to inform the University administration. Finally, the student may contact the Dean of Academic Affairs directly, who will respond to the complaint promptly and equitably. The rights of confidentiality of all parties will be respected in so far as possible. There will be no reprisal or retaliation against individuals for bringing complaints of discrimination or reprisal against any individual accused and found not in violation of this policy. An individual found in violation will be subject to appropriate sanctions depending on the circumstances, from a warning up to and including termination.

## *Dual Relationships*

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

If an evaluative relationship exists between a student and a faculty/staff/administrator and if a dual relationship is entered into by a faculty/staff/administrator with a student during this period, the faculty/staff/administrator will be considered to have seriously breached professional ethics and standards of appropriate conduct, and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination.

If a dual relationship exists prior to either party entering the learning environment, it is the responsibility of the faculty/staff/administrator to take steps to insure that neither party has an official evaluative relationship with regard to the other, and to inform her/his supervisor of the relationship so that work assignment may be made in such a way as to avoid compromising the learning environment. Failure to appropriately acknowledge dual relationships will be considered a serious breach of personal and professional ethics and standards of conduct, and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination.

In cases of dual relationships involving students and faculty, the Academic Dean or designee will review the circumstances and make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the President. In cases of dual relationships involving students and staff/administrators, the President or designee will review the circumstances and make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the University Chancellor.

## *Sexual Offense and Sexual Harassment*

Antioch University Southern California is committed to creating and sustaining a university environment in which students, faculty, staff, and administrators can study and work in an open atmosphere, free from sex discrimination in the form of sex-related offenses including sexual harassment.

In addition to possible criminal prosecution, sexual offenses prohibited under Antioch University's Sexual Offense Policy may result in sanctions up to and including expulsion and/or termination of employment. These offenses include: rape (non-consensual penetration), sexual assault (non-consensual sexual conduct), and sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature, when submission to such conduct is made either an implicit or explicit condition of a student's status and/or evaluation or when such conduct has the purpose of creating an intimidating, hostile, or offensive environment for the student.

Students who feel they have been the victim of a sexual offense have several options within Antioch's internal grievance procedure. Individuals also may use any of these options even if they themselves were not the target of the sexual offense. Antioch encourages individuals involved to attempt to resolve the conflict between themselves first.

Students may also choose to speak with someone in Antioch management, such as a Faculty Member, Program Chair, Registrar, Dean, or the President. These individuals have an obligation to report the complaint to the Dean of Academic Affairs. Although obligated to investigate the complaint, Antioch University will handle these cases exercising discretion so as to respect the privacy of all parties involved.

Students may also contact the Dean of Academic Affairs directly. All sexual offense complaints made to the Dean will be responded to promptly and equitably. Individuals who make a complaint orally will be assisted in putting the complaint into written form. All formal written complaints will be investigated fully. Except in circumstances requiring some form of exigent response, a formal written determination will be made within 10 working days. If it is determined by the Dean of Academic Affairs that more time is needed, a determination will be made within 20 working days after that.

Students making a complaint are advised of the importance of preserving evidence and providing documentation as may be necessary to the proof of a criminal sexual offense. In the course of the investigation, the accuser and the accused are entitled to the same opportunities to have others present during any investigatory or disciplinary proceedings. The accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual offense. If the complaint can be substantiated, appropriate disciplinary action based on a range of options will be taken. An individual found to be in violation of the University's

Sexual Offense Policy will be subject to appropriate sanctions depending on the circumstances, from a warning in her/his file, up to and including termination for employees and dismissal from the University for students. An individual found to be the target of a sexual offense committed by a University member will be assisted in obtaining counseling or other services if so requested by the victim and if such services are reasonably available. The Dean of Academic Affairs has the authority to make the determinations regarding both sanctions against the offender and services provided to the victim. Appeal of the Dean's determination may be made to the President of Antioch University Southern California.

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

## *Rights and Responsibilities*

Antioch Santa Barbara is an educational community committed to shared responsibilities for the well-being of the community as well as respect for the individual. Inherent in these ideals is the need to protect both the community as a whole as well as individual members of the community and to provide a mechanism for due process. Students are responsible for interacting with peers, staff, and faculty in respectful ways that do not compromise the learning environment. Students are expected to abide by the University's rules and regulations, uphold principles of academic honesty and integrity, and act in a fashion that preserves the rights of others. Further, students in professional training programs are expected to follow the ethical code of their particular profession as discussed above.

When there are infractions of rules, regulations, and/or local, state, and federal laws, and when serious concerns arise, disciplinary actions may be taken. The procedures outlined below have been developed to address such situations.

### *Narrative Evaluation Appeals*

Faculty are vested with the authority to establish course requirements and standards of performance. It is the responsibility of faculty to articulate these standards and requirements at the beginning of each course. Final narrative evaluations submitted by faculty to the Registrar's Office are assumed to be accurate and final. However, a student displeased with an evaluation can appeal an evaluation if s/he believes one or more of the following has occurred:

- an error in determining the evaluation;
- failure of the instructor to notify students of the criteria and standards being used in the evaluation;
- an evaluation based on reasons other than the stated criteria and standards;
- an evaluation based on factors other than student achievements, e.g. prejudice or discrimination; or,
- inconsistent or inequitably applied standards.

A student who believes that s/he has grounds for appealing an evaluation is encouraged to first seek redress with the instructor and follow the process as outlined below under Grievance Procedures.

### *Grievance Procedures*

If a student believes s/he has been treated unfairly by a staff member or an instructor, a grievance procedure exists through which redress may be sought.

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

For grievances concerning the content or process of evaluations of student academic work, the Academic Dean's decision shall be final. However, for any other grievances against faculty, the Academic Dean's decision may be appealed to the President, if any party to the grievance still feels the resolution is insufficient. Written appeal to the President must be made within 10 days; the President will investigate and provide a written ruling within 30 days. This decision will be binding and final.

Grievances against staff should first be discussed with the staff member, and then with the head of the department. If resolution is insufficient, the grievance shall be brought, following the same process and timetable as above: first to the appropriate Dean, and then, if necessary, to the President, whose decision is final.

Should the Program Chair or Academic Dean be personally a party in any grievance, the student should direct the appeal to the next level of authority, e.g., the Academic Dean or the President respectively.

### *Familiarity with University Regulations and Procedures*

Students are responsible for meeting the published procedures and requirements of their program and of the University. Ignorance or lack of familiarity with this information does not serve as an excuse for noncompliance. The University provides assistance in terms of academic advising; however, the decisions made by the student as a result of this process are those of the student.

# BACHELOR OF ARTS IN LIBERAL STUDIES

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

Liberal arts education has a long history as a concept and as a social and political force in Western society. Its changing definitions reflect the interests and goals of particular groups over time. Liberal arts were initiated in approximately 500 B.C. with the study of philosophy, art, and literature. Its main purpose was to free males of the leisure class from preoccupation with mundane ideas, directing them to contemplate fundamental questions of truth and beauty.

In the Middle Ages, theology became the core of a liberal arts education, celebrating the monastic life and reflecting the church's dominance in social and political activity. To separate liberal studies from preparation for the clergy, it was again redefined, replacing its theological core with the humanities -- knowledge of classic antiquity, particularly Greek and Latin literatures.

Later in the United States, liberal arts college education continued in this tradition but with an emphasis on building ethical character and preparing new generations of white males for civic and religious leadership within an eighteenth century democratic context. By the mid-nineteenth century, liberal arts began to be available to women, African Americans, and other disenfranchised groups as changes within the society and economy required a more educated general populace. With the rise of industrialization, liberal arts was again redefined to serve the common good by addressing the needs of business and the country's economic prosperity. The founding of Antioch College in 1852, with its emphasis on character building and the later addition of the cooperative education program of Work Study in the 1920s, provides an example of these trends.

The BA degree in Liberal Studies provides the student with a liberal education to broaden her/his understanding of self, world and contemporary issues. The Antioch BA Program is designed to help adult students explore and

develop their own interests and develop or enrich a direction in life which is meaningful to self, to others and to society.

Academic work takes place in Antioch classes, independent studies and classes at other institutions. The curriculum promotes development of such skills as critical thinking, effective communication, problem-solving, and ethical reasoning. BA students put theoretical learning into practice through a broad range of internships in schools, health agencies, art organizations, businesses, senior centers, and other community settings. Many students earn credit through new learning in their present employment settings. Others include in their program credit for college-level learning acquired through work or other experience prior to their entrance at Antioch.

The BA Program is a degree completion program designed for adults who have already completed a substantial amount of college work elsewhere. Students enter Antioch with 30 quarter units or more in transfer. Antioch offers the equivalent of the last two to three years of college. Intellectually and personally challenging, this is a program where learning is attractive, interesting, relevant and satisfying. Because students can earn credit for some forms of learning acquired in work or community settings (Prior Experiential Learning), many can complete their degree requirements faster than at a traditional institution.

Adults in the BA Program find Antioch particularly appropriate for their needs. This is a program that respects adult students' process of learning. Instructors are mentors as well as teachers. Small classes emphasize lively discussion and practical application of theories and concepts to students' everyday concerns. Many faculty members are active in the community, doing the kind of work students seek for themselves. All learning activities are designed to develop skills in critical thinking, research, and communication that will be useful in a variety of real world situations.

Most Antioch BA students plan to go on to graduate school. In recent years, graduates of Antioch Southern California have continued their studies in Antioch's own graduate programs in management and psychology, and have

gained admission to graduate programs at Boston University, Brandeis, California Polytechnic State University - San Luis Obispo, California Lutheran University, California School of Professional Psychology, California State University Northridge, Claremont Graduate University, Columbia, Harvard, Loyola Law School, Pepperdine, Southwestern School of Law, University of California Berkeley, University of California Los Angeles, University of New Mexico Law School, University of Southern California, and Yale.

## *Mission*

The BA Program provides an innovative, student-centered, liberal education for adults. Through the integration of academic and experiential learning, Antioch students acquire key intellectual tools designed to increase personal awareness, foster individual and social creativity, and encourage professional development and socially responsible thought and action.

The core purposes of the undergraduate program at Antioch Santa Barbara are infused throughout the academic curriculum, reflecting the intention of the faculty to provide a broad, meaningful and well-balanced education. These core purposes reflect:

- the development of critical thinking and an ability to analyze and integrate ideas, concepts, and experiences from a multi-dimensional, multi-cultural, and global perspective;
- the ability to apply critical and creative thinking skills to contemporary life conditions, concrete social situations, decision making, and the ethical resolution of complex problems and issues;
- increased awareness of the personal and societal influences upon one's self and others, including cognitive, emotional, spiritual, socio-economic and environmental influences;
- the ability to examine and articulate a variety of values in order to be comfortable with and take responsibility for one's own values;
- commitment to social justice through personal and professional competency.

Antioch's long-standing tradition of blending diverse classroom experience with field-based learning fosters creativity and self empowerment, while promoting independent thinking and a commitment to social change.

## *The Tripartite Model*

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

### *Classroom Learning*

Classroom learning includes classes and seminars taken at Antioch:

**Classes**, mostly upper-division, are usually three hours weekly and extend over 10 weeks. Most courses are three units.

**Seminars** are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars extend 8 to 10 hours, in a one or two-day time period. Between 20 - 22 hours of non-classroom learning such as field work, data collection, reading and/or writing are also expected. Some seminars may require papers whereas others may require more reading or an experiential project. The instructor determines what the workload may be and when the work is to be submitted. Most seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

### *Outside Learning Activities*

Internships, independent studies, and concurrent learning allows students to:

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

**Internship** is a field-based learning activity which takes place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship supervisor.

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

It is important to note that unlike internship placements at the Master's level (which have the purpose of professional training), BA internships focus on five primary goals:

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

**Concurrent Learning** refers to a course taken at another institution and transferred to Antioch. This is described in an earlier section of the catalog.

### *Prior Experiential Learning*

Prior Learning is college-level learning that took place (1) outside accredited college classes; and (2) before enrollment at Antioch.

Students sometimes confuse an internship or independent studies with Prior Learning. Internships, independent studies, and concurrent learning take place during the student's residency at Antioch, whereas the learning in Prior Learning took place before the student entered Antioch (even though it is being reconstructed, documented and credited "now").

Most adult students enter Antioch's program with college-level learning that they acquired in such diverse settings as their workplace, home, or volunteer activities. Crediting Prior Learning is based on the assumption, increasingly accepted in higher education, that a great deal of college-level learning which takes place in adult life experience is as valid as traditional classroom learning. Prior Learning is also more likely to have been applied in real-life situations, leading to fuller understanding and longer retention of what was learned. Students who plan to document prior learning for credit are required to take a 3-unit course entitled "Adult and Experiential Learning" before beginning the documentation process. (See "BA Course Description" section for a full description of this class).

## *Degree Requirements*

Because each Antioch BA student constructs her/his own educational plan as part of the individualized degree, it is

helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations and Academic Planning class and the reader distributed in that class also help students understand and plan how to fulfill these requirements. In this section requirements are first listed, then explained in more detail.

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

**2. Residency Requirement** (two parts):

- Four full-time quarters of residency (or the equivalent in half-time quarters). This requirement is sometimes reduced for students with more than 120 units of applicable transfer credit including at least 30 upper division units.
- A minimum of 48 quarter units completed during residency at Antioch.

**3. Upper Division Requirement:**

- At least 90 upper-division units (of Antioch course units, transfer credit, and/or prior learning units)

**4. General Studies Requirement** (two parts):

- A minimum of 100 units in General Studies;
- At least one 3-unit learning activity in each of 14 academic areas.

**5. Experiential Learning Requirement:**

- At least 12 units must be acquired through experiential learning. This includes a minimum of 3 units in the Service-Learning Internship Program, which is comprised of an internship and a reflective seminar taken concurrently. Credit Awarded for this learning experience ranges from 3 to 6 units, depending on the number of hours completed at the internship site. The remainder of this requirement may be satisfied by either documentable Prior Experiential Learning or additional internships.

**6. Area of Concentration Requirements:**

- A "major" Area of Concentration must have a minimum of 40 units and may not exceed 60 units.

**7. Educational Foundations and Academic Planning Class Requirement:**

- Enrollment and attendance in the Educational Foundations and Academic Planning class before or during the first quarter of enrollment;
- A passing evaluation for the class.

**8. Enrollment and attendance in the Capstone seminar during the students final quarter of enrollment:**

A passing evaluation for the seminar.

**9. Other Requirements for BA Planning:** Several other requirements apply for BA Program planning:

- No more than 24 units may be evaluated by a single evaluator.

- No more than 20 units may be earned in any single outside setting such as an internship site.
- No more than 5 units may be included in any one Prior Experiential Learning activity.

The Council for Private Postsecondary and Vocational Education, the state body that licenses Antioch to operate in California, requires that units of Prior Learning are limited to 22 upper division units and 22 lower division units for a total of 44 units. There can be no exceptions to this regulation.

Periodic reviews of Prior Learning proposals, documentation, and evaluations to ensure compliance with Antioch's policies are conducted by the Program Chair and/or her/his designee.

## Residency

There are two parts to the BA residency requirement. The first concerns the minimum number of quarters the student needs to be enrolled at Antioch in order to receive an Antioch BA degree. The student must be enrolled for either four full-time quarters, eight half-time quarters, or some equivalent combination of full and half-time enrollment. Enrollment Maintenance quarters and less-than-half-time quarters do not count toward meeting the residency requirement. The second part of the residency requirement specifies the minimum number of quarter units which must be earned during quarters of enrollment at Antioch. This minimum is 48 quarter units, which may be earned during full-time, half-time or less-than-half-time quarters of enrollment but not while on Enrollment Maintenance status. Units earned from documentation of Prior Experiential learning do not count toward residency and are not calculated in determining full or part-time enrollment.

### Reduction of Residency

Students with 120 or more quarter units of transfer credit including 30 or more upper-division units may petition, with their Advisor's approval, to reduce their residency to three full-time quarters or the equivalent in half-time quarters (36 units total). Reduced residency petitions are considered individually, and decisions are based on the depth, breadth and quality of the student's transfer units.

## Lower-Division and Upper-Division Learning Activities

Antioch Santa Barbara lower-division classes are numbered in the 100's. Upper-division classes are numbered in the 300's and 400's. For internships and for all self-designed

learning activities (Prior Experiential Learning, Outside Learning Activities, Independent Studies), Antioch uses only certain 100 numbers (for lower-division) and certain 300 numbers (for upper-division). Successive learning activities with the same number are labeled A, B, C, etc. For example, the first upper-division Independent Study or Internship in the student's program is numbered 396A, the second is 396B, and so on.

This numbering system is summarized as follows:

Lower Division	Upper Division	Type of Learning Activity
100's	300's	Antioch classes
196A,B...	396A,B...	Independent Studies
197A,B...	397A,B...	Prior Experiential Learning
198 A, B,	398 A, B...	Internships and Practicums

The Antioch BA must include:

- 90 or more units of upper-division learning;
- No more than 110 units of lower-division learning.

The Antioch BA may include:

- any number of extra units of upper-division learning beyond 90;
- fewer than 110 units of lower-division learning.

*(Here is another way of stating this same requirement: to earn a Antioch BA, a student must earn 90 or more units of upper-division learning. The maximum number of units in the BA degree is 200. Since 90 units must be upper-division, this leaves a remainder of 110 which can be either upper-division or lower-division.)*

## General Studies Requirement and Required Areas of Study

At least 100 units of a student's program should consist of General Studies, including work in each of 13 broad areas of study. This is Antioch's Distribution Requirement, encouraging students to design programs with learning from a broad range of academic fields.

The student's program normally needs to include a minimum of 3 units in each of the Required Areas of Study.

The 100 General Studies units may include any combination of upper and lower-division units. The General Studies units may not be used for the student's Area of Concentration.

## Required Areas of Study

English Composition/Academic Writing  
Literature  
History  
Philosophy/Religious Studies  
Political Science/Law  
Sociology/Anthropology  
Psychology/Human Development  
Fine Arts/Language  
Mathematics/Economics  
Science  
Research Methods and Statistics (6units required)  
Computer Literacy  
Multicultural Studies

## *Experiential Learning Requirement*

Since Antioch believes strongly in the value of hands-on learning and learning through experience, each student's BA Program should include 6 or more units of experiential learning. Of this 6 units, a minimum of 3 units must meet the requirements of the Service-Learning Internship Program.

Students sometimes find this requirement confusing because it can be met in so many different ways, and because the learning used to meet this requirement is always being "double-counted" for other requirements at the same time. The requirement is actually very simple. The question is: does a learning activity take the student into the field in some way, for practical, hands-on learning?

Following are the kinds of learning activities that count as "field studies" for the purposes of this requirement:

- Service-Learning and/or other internships,
- Internship or field work done earlier at another school, and approved by Antioch for transfer credit,
- Prior Experiential Learning with a major component of practical learning or learning by experience (rather than only reading.)

To meet this requirement, the student should review her/his entire program and make sure that 6 or more units in the above categories are included. These may be upper- or lower-division, transferred-in or earned at Antioch, and in or out of the Area of Concentration.

### **Service-Learning Internship Program**

The Service-Learning Internship Program provides structured opportunities for undergraduate students to engage in community-based learning activities that have

the dual goal of providing outside learning activities for students and service to the local community.

Guidelines for students include:

- Registration for LBS303A, Service Learning in the Community. (See Student Registration Packet each quarter for details.)
- This course may be taken for 3 to 6 units depending on the number of hours completed at the internship site. One unit of the course is earned in a weekly reflective seminar. The remainder (from 2 to 5 units) is earned at the internship site. Students are expected to spend 33 hours on site for each unit of credit.
- Discussion with the Program Coordinator as early as possible, to determine the desired placement and to complete additional steps.
- Completion of a Student Learning Assessment at the end of the quarter.
- After deciding on a Service-Learning Internship site and meeting with the Program Coordinator, students are responsible for scheduling an interview with the site supervisor.

## *Area of Concentration Requirement*

"Area of Concentration" is Antioch's name for the student's "major" or specialized field of learning. The student may include one Area of Concentration in her/his program of study.

A "major" Area of Concentration consists of a minimum of 40 and a maximum of 60 quarter units of learning in a particular academic field. Half or more of the units are normally upper-division; this is **strongly recommended** by Antioch, and expected by graduate schools.

### **Established Areas of Concentration**

Currently, Antioch offers six **standard Areas of Concentration** for which courses are regularly scheduled in the BA curriculum—Communication, Communication/Creative Writing, Psychology, Social Services Administration, Business Management, and Liberal Studies. A list of courses currently offered for each Concentration is included in the Educational Foundations and Academic Planning Reader. 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 Areas of Concentration.

## *Educational Foundations and Academic Planning Class Requirement*

All entering students need to enroll in and attend the Educational Foundations and Academic Planning (EFAP) class before or during the first quarter of study. It is a degree requirement to **complete the EFAP class with a passing evaluation**. It is also important for students to finish work for the EFAP class in a timely manner. Once EFAP work is approved, the student can go on to earn credit for the degree according to the approved plans.

Most students do complete the EFAP work quickly, but the following regulations apply to those who do not. A student who fails to complete EFAP requirements during the first EFAP quarter receives an Incomplete for the class. If work is not completed by the end of the second week of the next quarter, the student receives a No Credit evaluation and must retake the EFAP class immediately.

## *Areas of Concentration*

### *Communication*

Communication is the foundation of culture. It forms the fabric of our relationships. It is the tool with which we forge our own self-awareness. It is impossible to imagine human life without communication, not only because it is incomprehensible but because imagining requires the tools of communication. It stands to reason, therefore, that the study of communication provides a means of greater understanding of the self, of improved interaction with others and the wherewithal to impact our culture and the world. The improvement of communication skills is one of the core purposes of a liberal arts education at Antioch Santa Barbara, and virtually all of the other core purposes (critical thinking, problem solving and creative thinking, appreciation of diverse perspectives, self awareness and competence for personal and professional pursuits) are enhanced through the study of communication.

The Communication concentration prepares students for a wide variety of professions including public relations, writing, sales, and the media. Others use it as a foundation for further study in law or ministry. Still others simply need an undergraduate degree to advance in their present vocation and find communication to be a field of study that enhances their preparation for whatever career they choose to pursue.

### Curriculum

The curriculum in this concentration is a broad mixture of both oral and written communication. In the written communication area, students are able to develop their skills in academic writing, creative writing, personal journal writing, and writing for publication. The studies in oral communication range from communication between two people through group communication, public presentations, mediated group communication, and conversation between persons from different cultures. The curriculum is enriched with electives in related subject areas from psychology and management such as Counseling Theory, Marketing and Public Relations, Ethics, Theories of Learning, and the like. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

### Core Courses and Other Learning Activities

#### Required Courses

COM310	Academic Writing
COM356	Dyadic Communication
COM358	Group Dynamics
COM352	Public Speaking
COM350	Mass Media
COM312	Academic and Professional Writing
PSY344	Social Psychology
COM355	Intercultural Communication

#### Electives

PSY343	Theories of Learning and Cognition
MGT347	Public Policy
MGT362	Management Information Systems
LBS339	Personal Journal: Literature and Self Discovery
COM313	Creative Writing
MGT367	Ethical Issues in Contemporary Society
PSY320	Counseling Theory and Techniques
COM396	Communication Internships
COM317	Language of Film
COM318A	Creative Writing: Reinforcing Confidence
COM359	Writing & Literacy Theory
MGT366A	Marketing Principles & Applications

#### Internships

Students who desire to use the Communication concentration to achieve a particular vocational goal are encouraged to develop their learning in the desired area through internships. Those seeking a career in broadcasting do internships at local stations. Others do internships at local newspapers to develop their learning in journalism. Other sites include public relations or marketing firms, training and development departments of corporations, and publishing houses of books and/or magazines. Internships provide the student the opportunity to learn on the job and experience the profession in which they are interested and often result in

employment opportunities. The Santa Barbara area provides a rich environment for such experiences.

### Independent Studies

Independent study affords students the opportunity to pursue more deeply areas of interest or explore different areas from those covered in the regular curriculum. Non-Antioch faculty may be used as evaluators if they are deemed qualified by Antioch, thereby opening the possibility for mentorship from a wide range of scholars and professionals in the community.

### Prior Learning

Many Antioch students enter the University with learning in the field of Communication that they have acquired in past work settings. If this learning is college-level (that is, conceptual, generalizable, and equivalent to material generally learned in college communication courses), the student may "document" the learning for Antioch credit.

### Graduate Study

The undergraduate degree program in Communication is sufficiently focused to provide a basis for graduate studies in Communication departments of both traditional and nontraditional schools. It is also generic enough to allow branching into other fields of study. Students who plan to pursue graduate study and know where they hope to attend should contact the graduate school(s) to ascertain their requirements and then tailor their Antioch degree plan to meet those requirements.

## Communication/Creative Writing

The Communication area of concentration with emphasis in Creative Writing is designed for students whose goals may include preparation for graduate study in creative writing, entry into careers where creative writing skills are useful (e.g. marketing/public relations), or simply personal fulfillment.

The Communication/Creative Writing Concentration encourages students to explore different forms of literary expression in order to become more proficient in their own craft. Since writing is not simply a "natural" activity, but a convention-driven and highly structured practice, this area of concentration also encourages students to learn a critical vocabulary and means by which to talk about texts, as well as to develop the skills necessary to read their own writing practices. The Concentration introduces students to traditional writing concerns, such as language, form and expression, and to theory and literary models, and also to more practical concerns shared by working writers. It also examines ways in which values are embedded in creative writing, the particular culture and historical moment within which work is produced, and the role of the writer in society.

### Curriculum

Each student's individualized Concentration builds upon core courses in written communication with emphasis on creative writing. Students consult with a Faculty Advisor to select elective courses, internships, and independent study. Students must complete a minimum of 40 units of credit within the Concentration. Students are encouraged to enroll in a wide range of courses outside the Concentration to expand their knowledge in the liberal arts. Independent Studies and internships permit students to develop themselves as writers outside of the regular course offerings. In these independent learning activities, students may experience the inspiration of favored mentors, the work of admired writers, and the benefits of being in real-life settings where writers engage in their practice.

### Core Courses and Other Learning Activities

#### Required Courses:

COM313	Creative Writing
COM318A	Creative Writing: Reinforcing Confidence in Creativity
LSB339	Personal Journal: Literature & Self Discovery
COM396	Creative Writing Project (Min. 6 units)
COM359	Writing & Literary Theory
COM310	Academic Writing
COM312	Academic & Professional Writing
COM358	Group Dynamics
LSB332	Varied Visions: The Outsider in American Literature (or LBS338 Love & Conflict in Modern American Literature)

#### Electives

COM396	Student Literary Review Practicum
COM352	Public Speaking
MGT366A	Marketing Principles & Applications
COM356	Dyadic Communication
COM355	Intercultural Communication
COM350	Mass Media
PSY344	Social Psychology
COM396	Independent Study
COM390x	Special Topics in Communication (1 unit seminars)

#### Independent Study

Upper-division independent study affords students the opportunity to more deeply pursue areas of interest or explore different areas from those covered in the regular curriculum. Non-Antioch faculty may be used as evaluators if they are deemed qualified by Antioch, thereby opening the possibility for mentorship from a wide range of artists and professionals in the community.

### Prior Learning

Prior learning activities provide students the opportunity to validate college-level learning in creative writing that they have acquired outside of the classroom and prior to Antioch entrance. The process allows students to collect work, and critique it in terms of their own theoretical practice and that of others, and have an evaluator join them in the process of compilation and reflection.

### Graduate Study

Antioch University Los Angeles offers a Master of Fine Arts (MFA) in Creative Writing. Students planning to apply to that program should consult with the MFA Program Chair to ascertain requirements for acceptance. Acceptance into the MFA in Creative Writing from the BA Program is not guaranteed.

Students who wish to pursue graduate education in writing should examine the Associated Writing Programs Catalog to assist in planning the appropriate course of study for the graduate programs of interest to them.

## Business Management

This concentration is designed to provide students with a broad, yet practical understanding of the complex social, political, and ethical issues prevalent in a global economy from the standpoint of the contemporary management-leader.

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. Antioch'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 curriculum is relevant for entrepreneurs and managers in small businesses as well as corporate, public and nonprofit organizations.

### Required Courses

MGT368	Principles of Management
MGT367	Ethical Issues in Contemporary Society
MGT364	Human Resource Management
MGT362	Management Information Systems
MGT361	Global Economics
MGT366A	Marketing Principles and Applications
MGT365	Strategic Planning
MGT369A	Budgets and Finance (pre-req: Accounting may be met through
MGT379M	Accounting Essentials)
MGT347	Public Policy
COM358	Group Dynamics
MGT363	Organizational Behavior

### Electives

PSY344	Social Psychology
COM352	Public Speaking
COM356	Dyadic Communication
MGT396	Management Internships
	Managerial Accounting
	Organizational Communication
	Business Law, Business Math, Advanced Computer Literacy*
	MAOM elective course (max 12 units)

### Internships

Internships that provide hands-on experience in management and non-profit leadership may be designed in a variety of settings. Antioch encourages students to design their own internships. As examples, 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.

### Independent Studies

Students may design one or more independent studies on topics of interest, focusing on a particular subject. Independent Study may be evaluated by Antioch faculty or by an outside evaluator who meets Antioch's stated qualifications.

### Prior Learning

Many Antioch students enter the University with learning in the field of business that they have acquired in past work settings. If this learning is college-level (that is, conceptual, generalizable, and equivalent to material generally learned in college business courses), the student may "document" the learning for Antioch credit. In the past, business students have documented Prior Learning in Accounting, Marketing, Small Business Management, and many other subject areas.

### Joint BA-MAOM Program

BA management students may elect to pursue a combined BA-MAOM degree, through which they can earn an MA in Organizational Management in only four full-time quarters of study following the BA degree. Students interested in this joint program should include in their BA concentration 12 units of course work selected from among MAOM core courses open to qualified BA students, after consultation and approval by their BA Advisor. If these 12 units of course work are successfully completed, the student may later waive them at the MA level.

### Graduate Study

Antioch's BA Program provides excellent preparation for students interested in further study in management. A student interested in graduate study in management at another institution should identify particular program(s)

of interest early and should contact that school's Admissions Office to find out what preparation the school desires in entering students. This information can then be used in the student's Antioch BA Program planning.

## **WEEKEND COLLEGE IN MANAGEMENT STUDIES**

The Weekend College is an alternative, low-residency model for students interested in completing their undergraduate degree with a concentration in Business Management. Classes meet on campus one weekend a month and online in the virtual classroom in between. The Weekend College is a full-time, cohort model in which students who qualify may complete their degree in 6 quarters. To qualify for admission to the program, students must have at least 60 semester (90 quarter) units on transcript; have met most of their general studies requirements; have regular access to a computer that meets minimum standards; and possess computer and Internet skills. Details pertaining to computer requirements can be viewed on the Weekend College website at: [www.antiochsb.edu/weekend.htm](http://www.antiochsb.edu/weekend.htm)

### **Weekend College BA/MA Fast Track**

Weekend College students take graduate level courses in their final quarter of the undergraduate program. Students who continue into Antioch's Masters in Organizational Management program can apply these courses towards their master's degree.

### **Cohort Model**

The Weekend College is a closed cohort model, admitting students once a year in fall quarter. Students enrolled in the Weekend College may take classes in the regular BA program if approved by their faculty advisor. Students enrolled in Antioch's regular BA program may not take classes in the Weekend College without first being admitted to the entire Weekend program.

## **Weekend College Curriculum**

### **Quarter 1**

LBSW302	Educational Foundations and Academic Planning	3 units
COMW358	Group Dynamics	3 units
MGTW368	Principles of Management	3 units
MGTW371	Integrative Seminar and Management Applications I	3-6 units

### **Quarter 2**

LBSW367	Ethical Issues in Contemporary Society	3 units
MGTW372	Diversity in the Workplace	3 units
LBSW348A	Survey Research and Statistics	3 units
MGTW371	Integrative Seminar and Management Applications II	3-6 units

### **Quarter 3**

MGTW347	Public Policy	3 units
MGTW366A	Marketing Principles and Applications	3 units
MGTW363	Organizational Behavior	3 units
MGTW371	Integrative Seminar and Management Applications III	3-6 units

### **Quarter 4**

MGTW364	Human Resource Management	3 units
MGTW373	Technology and Business	3 units
LBSW356	Business in Literature	3 units
MGTW371	Integrative Seminar and Management Applications IV	3-6 units

### **Quarter 5**

MGTW365	Strategic Planning	3 units
LBSW303A	Service Learning in the Community	3-6 units
MGTW369A	Budgets and Finance (prerequisite: accounting)	3 units
MGTW371	Integrative Seminar and Management Applications V	3-6 units

### **Quarter 6 (MA level)**

OMNW501	Organizational Theory I	4 units
OMNW523	Transnational Economics	4 units
OMNW508B	Applied Organizational Research	4 units

### **Work/Study Emphasis**

Students in the Weekend College have the ability to integrate work experience with academic studies through internships, independent study and the Integrative Seminar. Up to 15 units can be earned by applying course concepts through the student's work.

## Weekend College Updates

For the most current information on Weekend College, visit our website at [www.antiochsb.edu/weekend.htm](http://www.antiochsb.edu/weekend.htm)

### *Psychology*

Psychology has become an integral means by which we define ourselves and our relationships to one another. Psychological theory and practice have philosophical, social, and political implications. The profession has given rise to a mental health industry and a variety of professional roles and responsibilities. It is important to reflect on the nature and history of the discipline in order to understand and shape the changing role of psychology, the mental health industry, and psychologists in the future.

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 objective is for students to gain the skills and knowledge necessary to understand what would constitute a critique of psychology and a challenge to assumptions and practices. The Concentration is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and social psychology. Emphasis is placed on diversity and its effects on the study and practice of psychology. Within this broad context, students acquire research skills, study particular areas in depth and are encouraged to apply theoretical knowledge through internship placements in the community.

#### Curriculum

Antioch offers only upper-division courses. It is recommended that students in the Psychology Concentration complete a survey course in Introductory Psychology or the equivalent in prior learning before enrolling. Students are required to complete 40-60 units in Psychology through five components: courses, workshops, independent studies, prior learning, and internships. 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. Specifically, the APA recommends courses in the arts, science, philosophy, and quantitative studies in addition to psychology. Antioch also recommends that students enroll in history and sociology courses to better understand the social context which gives rise to concepts of the self. To better understand diverse communities, Antioch recommends courses that focus on gender, ethnic and racial differences, and various forms of disability.

#### Required Courses

PSY340	Theories of Personality
PSY327	Child and Adolescent Development
PSY380A	Issues in Chemical Dependency
PSY343	Theories of Learning and Cognition
PSY344	Social Psychology
COM358	Group Dynamics
PSY320	Counseling Theory and Technique
PSY329	Abnormal Psychology

#### Electives

PSY345	Community Psychology & Social Change
LBS339	Personal Journal: Literature and Self Discovery
PSY341	Transformations of Consciousness
MGT367	Ethical Issues in Contemporary Society
COM356	Dyadic Communication
PSY396	Psychology Internships
MGT363	Organizational Behavior
	Chemical Dependency Courses
PSY346	Introduction to Family Systems

#### Independent Studies

Upper-division independent studies in specialized areas, for example, diversity and psychology, community service, autism, or learning disorders, permit students to gain skills in library and field research. They also afford students the opportunity to work with a mentor in detailed investigation of particular areas of interest.

#### Prior Learning Activities

Prior learning provides students the opportunity to clarify and validate college-level learning in psychology that they acquired prior to entering Antioch. In addition, the prior learning documentation process allows students to reflect upon their professional and familial experiences in social context and in terms of the relations between theory and practice.

#### Joint BA - MAP Program

Students planning to enter the Master of Arts in Psychology Programs with a concentration in Professional Development and Career Counseling or Organizational Psychology may enroll in up to 12 units of core courses in the Professional Development and Career Counseling concentration or, for Organizational Psychology, twelve units selected from (a) appropriate courses offered by the MAOM Program and/or (b) Professional Development and Career Counseling courses offered in the MA Psychology Program. If the student is accepted into one of these concentrations in the MA Psychology Program at a later date, the courses for which credit was awarded can count toward the completion of the MA Psychology degree. **These courses do not articulate into the MA Clinical Psychology degree program.**

## Internships

Internships and research or teaching assistantships provide students with opportunities not only to apply formal knowledge, but also to gain insight into the effectiveness of various theories and practices in real-life settings. In addition, students may be better able to understand the social context of issues and problems in particular areas of the field, including outcomes of social conditions and social policies.

## Preparation for Work and Graduate Study

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

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

## Social Services Administration

The Social Services Administration Concentration prepares individuals for the professional practice of social service leadership and administration. It explores and critiques the theories, principles, and practices of providing such services to individuals, groups, and communities. The primary career goal is administrative employment in such agencies as youth and family service centers, public welfare and employment, probation and parole, and other social service organizations that provide direct services and require a Bachelor's degree as a minimum requirement.

It is important to note that this is not a Social Work degree. The Social Services Administration focus prepares students to administer human service programs, be they public or private non-profit.

## Curriculum

The core curriculum in Social Services Administration includes basic courses in business management such as Strategic Planning, Human Resources Management, Principles of Management, Public Policy, and Budgets and Finance. To these are added studies more specifically geared to the public and non-profit sectors such as Issues in Social Service Administration, Community Psychology, and Social Change. Certain core courses are required and choices may be made among others depending on the student's particular interests. At least one internship with a public agency or non-profit is required for this major.

## Required Courses

SSA300	Issues in Social Service Administration
SSA301A	Budgets and Finance (pre-req Accounting)
COM358	Group Dynamics
MGT347	Public Policy
MGT364	Human Resources Management
MGT365	Strategic Planning
MGT367	Ethical Issues in Contemporary Society
MGT368	Principles of Management
PSY344	Social Psychology
	Accounting (may be met through MGT379M Accounting Essentials)

### Students must select one of the following 3 courses:

MGT363	Organizational Behavior
MGT366A	Marketing Principles and Applications
PSY345	Community Psychology and Social Change

### Students must select one of the following 3 courses:

LBS377	The Latino Community in American Society
LBS378	Racism and Sexism in America
LBS379A	Controversies and Values in Modern Multicultural Society

**3 units** of internship in a government agency **and/or** a not-for-profit organization in the area of social services administration must also be completed. This also meets the field requirements for the Service-Learning Internship Program.

## Electives

SSA360A	Fundraising
COM352	Public Speaking
COM353	Dyadic Communication
LBS370B	Social Movements
MGT369	Managerial Finance
MGT379Z	Grant Development
PSY320	Counseling Theory and Technique

### Internships, Independent Studies and Prior Learning

For information on these topics, please refer to the Business Management concentration.

### Graduate Study and Joint BA-MAOM Program

As with the Business Management concentration major, the Social Services Administration concentration provides excellent preparation for students interested in further study in Management. An especially attractive opportunity is the joint BA-MAOM Program at Antioch which makes it possible to acquire an MA in Organizational Management from Antioch in one year through an articulation agreement with the BA Program.

## Liberal Studies

The BA degree at Antioch University Santa Barbara is in Liberal Arts. In addition to general studies, students may select an area of concentration for study. Students who prefer to engage in a broad spectrum of studies may choose a Liberal Studies concentration. This is especially appropriate for students intending to enter the Teacher Credential Program. This major should prepare students to think critically from many perspectives so that they may better function in their chosen field. It also should enable them to take responsibility as citizens in an increasingly complex society.

### Curriculum

When designing a Liberal Studies concentration, students should be interested in and consider breadth across subject areas and depth in areas of interest. All undergraduate students meet the General Studies distribution requirements by earning at least 3 quarter credits in each of the Required Areas of Study listed below. The Liberal Studies concentration expands this idea of breadth by recommending that students earn all 180-200 quarter units across a broad array of disciplines, where no one discipline is represented by more than 23 quarter credits. Beyond the General Studies requirement, students are required to take the courses listed below under "Required Courses" and at least one course from the choices listed below in Communication, Management, and Psychology.

### General Studies: Required Areas of Study

(A minimum of three quarter units is required in each area of study.)

English Composition or Academic Writing  
Literature  
History  
Philosophy or Religious Studies  
Political Science or law  
Sociology or Anthropology  
Fine Arts or Foreign Language  
Mathematics or Economics

Science  
Research Methods  
Statistics  
Computer Literacy  
Multicultural Studies

### Required Courses

LBS339	The Personal Journal: Literature and Self Discovery
LBS332	Varied Visions: the Outsider's Experience in American Literature or
LBS338	Love and Conflict in Modern American Literature
LBS378	Racism and Sexism in America or
LBS331	Multiculturalism and American Politics
LBS345	Environmental Studies/Ecology
LBS379B	Concepts and Values in Modern Multicultural Society
LBS346	Africa in World History
LBS370B	Social Movements
LBS377	The Latino Community in American Society
LBS382	The Inner Landscape of Art

Students must select one of the following three courses: PSY343 Theories of Learning and Cognition, PSY340 Theories of Personality, or PSY344 Social Psychology.

Students must select one of the following four courses: MGT368 Principles of Management, MGT366A Marketing Principles and Applications, LBS367 Ethical Issues in Contemporary Society, or MGT363 Organizational Behavior.

Students must select one of the following three courses: COM356 Dyadic Communication, COM358 Group Dynamics, or COM355 Intercultural Communication.

### Independent Studies

Independent Studies provide opportunities for students to pursue new learning in areas of interest that are not otherwise covered in Antioch courses of study. Students are encouraged to use this opportunity to expand the breadth of their studies or to delve more deeply into an area of interest.

### Internships

Internships provide the opportunity for students to put new learning into action and to examine and participate in the socio-political context of social problems and social action. Internships also allow students to train for professional experience and become familiar with the nature of work in the fields they aspire to join. Participation in Internships allows students to experience professional roles in real-life settings and to apply theory to practice.

### Preparation for Work and Graduate Study

There is hardly any better preparation for most jobs than a degree in Liberal Arts. 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. Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field which they intend to pursue to ensure their acceptance into the graduate school of their choice. Students are advised to contact the preferred graduate school for entrance requirements and then to shape their Liberal Studies 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 Studies major and can include some of their Teacher Credential studies in their undergraduate plan of study.

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

An Antioch undergraduate student can apply and gain permission to enroll in the MAE and Teacher Credentialing Program (TCP) if s/he also meets other, standard requirements. The student must have (1) less than 24 upper-division undergraduate units remaining to complete the BA degree; (2) completed all of the BA General Studies requirements and (3) taken and passed the CBEST exam. Consideration for early enrollment into the MAE/TC program also requires that BA Candidacy be achieved. Antioch undergraduates who take TCP courses may apply credit toward their BA degree during Quarters One and Two of the TCP. Courses offered after Quarter Two, however, cannot be credited towards the BA degree; instead they are credited toward the MA in Education degree.

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

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

Master of Arts in Education & Professional Preparation (PP) Teacher Curriculum

### Summer Quarter 1

*HDV458	Social & Developmental Dimensions of Language, 3 units
*HDV457	Multicultural Group Facilitation, Counseling & Mediation Practicum, 3 units
TEP501	Teaching in Multicultural Classrooms (PP) and Field Work, 3 units
TEP504	Social Science and Children's Experience (PP), 3 units 12 MAE/TC Units Total - Q1

### Fall Quarter 2

TEP505	Reading Instruction in Elementary School Classrooms (PP), 3 units
TEP532	Student Leadership, Child Development & Classroom Organization (PP), 3 units
TEP507	Real World Mathematics (PP), 3 units
TEP533	Field Practicum (PP), 3 units 12 MAE/TC units Total - Q2

\*Prerequisite to admission to MAE  
2 Quarters = 24 MAE/TC Units

Students who choose the "Early Decider" option must submit a calendar of proposed classes to their faculty advisor.

### *From Admission to Graduation*

This section explains how the student proceeds through the BA Program from initial admission through graduation. The student should become familiar with the stages of this process, while moving through the program from start to finish. The Advisor and the Registrar's Office are glad to help with any questions.

### *Fulfilling Admission Prerequisites*

During the first quarter in the program, students admitted provisionally must fulfill any prerequisites connected with admission to the program.

If a student receives provisional acceptance to the program, the Admissions Office includes in the letter of acceptance the reason(s) for the provision, and what needs to be accomplished in order to receive full acceptance. All such work must be successfully completed by the end of the first quarter. The student is then permitted to register for the second quarter.

The prerequisite requirement is cleared when the student submits the relevant materials to the Registrar. The Admissions Office then issues a letter of full acceptance.

## Transfer Credit

The Antioch Registrar and a BA faculty member evaluate each entering student's transcripts to determine which courses are acceptable for transfer toward the Antioch BA degree. Evaluations cannot be made until **official** copies of all transcripts are present.

### Reducing Residency

A student with more than 120 units in approved transfer credit, including 30 or more upper-division units, may petition to reduce the residency requirement to 3 full-time quarters or the equivalent of 36 units. The student should submit a petition to the BA Chair, who, in consultation with the Registrar, approves or rejects the petition and informs the student. The approved petition is placed in the student's file in the Registrar's Office.

For purposes of financial aid and verification of enrollment status, it may be important for students to be aware of their class standing even though the BA Program at Antioch University is primarily a degree completion program that offers upper-division courses. Undergraduate classification is determined by the number of units completed:

<u>Classification</u>	<u>Completed Units</u>
Freshman	0-44.5
Sophomore	45-89.5
Junior	90-134.5
Senior	135 or more

Academic credit earned at other accredited institutions may be transferred to Antioch and counted toward the 180-200 unit total for the BA degree if the credit is:

- approved by the Antioch Registrar and the Core Faculty; and,
- compatible with fulfillment of all other degree requirements described in this Catalog.

### Approval

Transfer units are accepted for credit toward the Antioch degree after transcripts have been formally reviewed by the Core Faculty Advisor and Registrar. This process takes place during the student's first quarter of study, after official copies of all transcripts have been received by Antioch. The Educational Foundations and Academic Planning (EFAP) class instructor can often assist the student in interpreting the transcript evaluation.

Many times, Antioch can accept units on the basis of transcript information alone. In other cases, the student is asked to provide further information (generally, a catalog description), in order to help Antioch evaluate how a course(s) fits Antioch's transfer requirements.

A student who is in disagreement with the initial evaluation of transfer credit, or who has questions about the evaluation, is welcome to discuss the matter with the Registrar and the Core Faculty Advisor. The student should be prepared to provide course descriptions and possibly course syllabi to help clarify the nature of the work for which transfer credit is desired.

### Alternatives

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

- Extension courses;
- Armed Service learning; or,
- Continuing Education learning.

Often additional reading or writing is required. Interested students should work with the instructor of the EFAP Class to explore these options.

### Acceptable Grades for Transfer Credit

Antioch accepts credit for units where the student earned a letter grade of "C" or better; or Pass in a Pass-Fail system, if the Pass is equivalent to a "C" or better.

### Credit for Courses Taken Twice

Credit for a particular course can normally be given only once. That is, if the same course was taken at two different colleges, Antioch gives transfer credit for only one of the two. In some cases, however, a school's catalog states specifically that a given course may be taken more than once for credit. In this situation, Antioch generally awards transfer for all the credits earned.

### Quarter and Semester Units

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

- number of semester units x 1.5 = number of quarter units,
- number of trimester units x 1.5 = number of quarter units.

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

### Accredited Institutions

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

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

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

Sometimes an institution's accreditation status changes over time. Antioch accepts credit for transfer only if the units were earned at a time when the institution was accredited.

## *Courses in Transfer*

### Remedial, Vocational, and Technical Courses

Antioch cannot accept remedial, vocational, or technical courses for transfer toward the liberal arts BA, since these do not represent college-level learning. The following standards are used by the Registrar's Office in determining which courses fall into these categories.

**Remedial courses** are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial courses include Reading and Comprehension, Study Skills, Remedial English, and certain elementary math and science courses.

**Vocational courses** are courses which consist primarily of specific job skill training, with little or no college-level conceptual learning. Examples of vocational courses include Dressmaking, Patient Clinical Skills (consisting of blood pressure reading, etc.), Real Estate Sales, or Keyboarding.

**Technical courses** are usually vocational and consist of specific technical or applied skills. Examples of technical courses include Die-Casting, Technical Drafting, Analysis of Asbestos, Shorthand and Typing.

College orientation courses (e.g., Freshman Orientation Seminar) are also nontransferable.

### Physical Education Units

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

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

### Extension Courses and Continuing Education Units

Antioch accepts only certain types of extension courses for credit. Please check with the Advisor and Registrar whenever clarification is needed.

Antioch normally does not accept Continuing Education Units (CEU's) for transfer credit. (But if learning acquired through Continuing Education is relevant to a student's Antioch degree program, the student may sometimes be able to document it as Prior Experiential Learning, normally by adding additional reading or writing assignments.)

### Cooperative Education Credit

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

### Credit Policies for Registered Nurses and Other Health Professionals

If a student holds the RN license, Antioch awards a maximum of 90 quarter units (the equivalent of two years college study) earned in a National League for Nursing (NLN) approved diploma program of three years duration. Proof of license is required. Credit for the nursing units is awarded in block form. This credit is subject to the same standards and limitations on transfer credit presented elsewhere in this Appendix.

If a student completes a Licensed Vocational Nurse (LVN) Program, credit is accepted toward the Antioch degree only through the Prior Experiential Learning process of evaluation. 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 is done by one of the Antioch Southern California Registrars whenever possible. However, if resources are not available regionally to evaluate a transcript comprehensively, the evaluation may be performed at the University Registrar's Office in Yellow Springs, Ohio, at a National Association of Foreign Student Affairs (NAFSA) designated regional center, or 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 Registrar's Office.

### **Credit for CLEP Examinations**

Antioch grants credit for students who meet Antioch's standards for scores on College-Level Examination Program (CLEP) testing. Students with CLEP scores should request that a CLEP transcript be sent to the Registrar's 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. The Antioch Registrar gladly provides details about score levels and amounts of credit granted for CLEP testing.

### **Transfer of Credit From the Armed Forces**

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

## *Planning the Program*

### **Advisors**

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

### **Degree Audit**

During the EFAP class, students are provided with an individualized Degree Audit which consists of three forms: a transfer worksheet, a degree audit of general studies requirements, and a degree audit of the student's area of concentration. The Degree Audit forms constitute the plan that the student and her/his advisor use to guide the student through the Bachelor's program. With the completion of these forms, and their review by the Registrar's office, the student will know all of the requirements necessary for graduation and which of these requirements have already been fulfilled. From this the student can determine what is left to complete, both in terms of specific course requirements and total number of units. The Degree Audit forms serve as the student's guide and checklist throughout her/his program.

### **Concurrent Enrollment**

If 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. BA students may request reimbursement from the Voucher Fund for the full or partial cost of a course taken at another school, if that course is central to her/his program.

Occasionally, the Advisor approves a BA student's study at another institution for units not needed for residency. In this situation, the student registers for the course(s) at the other institution, during the given quarter. If the student passes the class with a grade of "C" or better, the units are simply transferred to Antioch and are transcribed as transfer credit.

### Academic Writing Skills

Students enter Antioch with widely varying writing ability. Since Antioch emphasizes writing in almost every class, and good writing is important in both undergraduate and graduate education, it is important that students develop their writing skills during their time in the program.

BA students may take the Academic Writing class and/or the Academic and Professional Writing class offered throughout the year. Antioch also arranges individual tutorials in writing for students needing extra help.

### Attendance Policy

Students are required to attend a minimum of eight full meetings of any course that meets for ten weeks. Failure to attend at least eight class sessions can automatically result in a No Credit for that course. Students who know in advance that they will have difficulty meeting this requirement for any course should consult with their Faculty Advisor, and the instructor of the course before the first class session to decide upon the best course of action.

### Candidacy

In the quarter in which a student intends to graduate, s/he must be registered for 2 or more units, or else be on Enrollment Maintenance Status. By the third week of the final quarter, the student must file an *Application for Graduation*.

Graduation from the BA Program is initiated in the final quarter of study, through a process called "Candidacy." Candidacy involves a formal meeting with the Advisor to confirm that the bulk of the student's work is completed at a satisfactory level.

A student may undertake Candidacy, showing the intention to graduate, if:

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

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

### Capstone

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

### Graduation

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

1. The student must submit an Application for Graduation form (obtained from the Registrar's Office) to the Registrar by the end of the third week of the final quarter of residency, paying the Graduation Fee. The form must be signed by the Registrar, the Fiscal Officer and the Financial Aid Director.
2. Candidacy status must be approved by the Advisor and the Registrar's Office. At this point the student knows that s/he may graduate as planned upon completion of the final quarter work and any remaining Prior Learning and Incompletes.
3. Incompletes at the end of the final quarter. If any academic work that is needed for graduation remains Incomplete by the first day of the following quarter, the student must delay graduation and enroll on Enrollment Maintenance Status, paying the Enrollment Maintenance Fee to finish the Incompletes. The student must then initiate the Graduation process again by the third week of the EMF quarter.

Incomplete units not needed for degree completion simply revert to No Credit on the first day of the quarter.

After the student's final quarter work is completed, the final academic transcript is prepared in the Santa Barbara Registrar's Office.

### *Preparation for Graduate Schools*

Students should contact graduate schools early in their BA Program to be sure their course work and internships maximizes entrance to desired programs. Admission into Antioch's graduate programs is not guaranteed. The following information, however, may help Antioch BA students determine how best to prepare for these programs.

### **Antioch's Master of Arts in Clinical Psychology (MACP) Program**

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

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

Students are also welcome to apply to the Master's Program in Psychology- Individualized Concentration.

### **Antioch's Master of Arts in Psychology (MAP) Program**

Antioch offers two other concentrations at the Master's level in the Psychology department: Professional Development and Career Counseling, and Organizational Psychology. Both of these concentrations offer an articulation agreement with the BA Program that enables undergraduate students to take up to 12 units of graduate courses which will apply to their Masters Degree upon acceptance into the graduate program. This plan effectively reduces the residency requirement of the graduate program. Student's desiring to enter either of these graduate programs in psychology will want to plan their course of study carefully in order to take advantage of this excellent opportunity.

### **Antioch's Master of Arts in Organizational Management**

The Santa Barbara BA Program and the MAOM Program have an articulation agreement that enables students to obtain reduced residency in the graduate program. This is an excellent opportunity for students with an interest in graduate studies in Business or Management.

### **Antioch's Master of Arts in Education and Teacher Credentialing Program (MAE/TC)**

An Antioch undergraduate student can apply and gain early acceptance in the Master's of Arts in Education and Teacher Credentialing (MAE/TC) Program if he/she also meet other, standard requirements. The student must have less than 35 upper-division undergraduate units remaining to complete the BA degree and complete most or all of the general studies requirements. Accepted Antioch undergraduates can apply Teacher Credentialing Program

course credit toward their BA degree during quarters one and two of the MAE/TC Program. Courses offered after quarter two, however, cannot be credited towards the BA degree. Instead, they are credited toward the MA in Education degree. Undergraduate students must complete their BA degree prior to beginning their full-day student teaching. (For further information, see the MAE/TC section of this catalog.)

### **Many graduate programs are available at other Antioch University campuses.**

A Master of Arts degree is offered in both Psychology and Management at the Los Angeles campus, as well as a Master of Fine Arts in Creative Writing.

At the McGregor School in Yellow Springs, Ohio, an Individualized Master of Arts degree can be earned with specializations in Conflict Resolution, Intercultural Relations, Environment and Community, and Management. It is also possible to obtain teacher certification.

At the Seattle campus a Master of Science degree in Management is offered, as well Master of Arts degrees in Education, Psychology, and Whole Systems Design. An Individualized MA and teacher certification are also available in Seattle.

The Antioch New England Graduate School in Keene, New Hampshire offers a Master of Science in Environmental Studies, Resource Management and Administration, and Management. A Master of Arts degree is offered in Counseling Psychology and Counseling Psychology with an emphasis in Substance Abuse and Addiction Counseling, Dance/Movement Therapy, Marriage and Family Therapy, and Interdisciplinary Studies. A Master of Education is offered in Administration and Supervision, Elementary/Early Childhood Education (Teacher Certification), Foundations of Education (Experienced Educator), Dance/Movement Therapy, and Substance Abuse Counseling. Antioch New England also offers a Masters in Human Services Administration, a Ph.D. in Psychology and a Ph.D. in Environmental Studies.

# BA COURSE DESCRIPTIONS

## *Liberal Studies Courses*

### **LBS302 Educational Foundations and Academic Planning** 3 units

Students in this course develop their understanding of a liberal arts education and corresponding skills essential to that education, such as critical thinking, communication skills, and organization of ideas. Students design individualized degree plans and become familiar with the history, philosophy, policies and procedures of Antioch University. Special attention is given to self-assessment and goal setting, evaluating and documenting learning from prior life/work experience for college units, and integrating college courses with experiential learning.

### **LBS303A Service Learning in the Community** 3 to 6 units

This course consists of an internship (depending on the amount of time served at the internship site) at a non-profit agency, and a seminar in which students enrolled in the course meet weekly with the instructor to discuss their experience and the assigned readings. Through articles, stories, metaphors, and a variety of reflective activities, the seminar provides students with structured opportunities to integrate and internalize their service learning experiences. Concepts such as service, community, compassion, experience, development, and others are given critical consideration as students analyze, discuss, and write about their common learnings.

### **LBS308 Capstone Seminar** 1 unit

Built around the campus mission and the BA program core purposes, this seminar is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes from their undergraduate learning. Drawing from the video students completed in their first quarter, their cumulative Portfolio, and other theoretical and practical sources, students will provide evidence of the essential knowledge and learning experiences they have gleaned from their liberal arts education through seminar discussion, written documentation included in the Portfolio, and a culminating oral presentation to the program faculty. Required in final quarter.

### **LBS331 Multiculturalism and American Politics** 3 units

This course studies the political mechanisms that operate in the context of an increasingly multicultural society. American politics has historically been looked upon as a stable beacon of strength for many to emulate. Now significant numbers of people of color, women, and individuals who represent alternative lifestyles are impacting the political arena. How will politics as we know it be altered? Historical, psychological and socio-political thought are utilized to examine the issues of multiculturalism and American politics.

### **LBS332 Varied Visions: The Outsider in American Literature** 3 units

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

### **LBS338 Love and Conflict in Modern American Literature** 3 units

This course examines ways in which American writers (both male and female) accept, modify, or challenge the stereotypic portraits of love and marriage. Which traditions imprison women? How do these conventions damage men? Students read the work of male and female authors from the turn of the century to the present and attempt to identify what is uniquely "American" about the ways these authors portray and respond to the male/female question.

**LBS339 The Personal Journal:  
Literature and Self-discovery**  
3 units

Historical and contemporary uses of journals and diaries to record reflections, feelings, and events of daily life are considered in this course, along with ways to use this creative process to survive some of life's more difficult transitions. The course includes selected reading and weekly journal writing exercises, utilizing guided imagery, dialogue, the portrait and the not-posted letter. Application to the therapy process is also considered.

**LBS342 Computer Concepts and  
Applications**  
3 units

A comprehensive introduction to the use of computers and the concepts underlying their use and application. All students learn word processing and either data base or spread sheet applications. Students examine the use of computers in our society and their impact on our culture. The course is a combination of classroom lecture/discussion and lab experience.

**LBS345 Environmental  
Studies/Ecology**  
3 units

The goal of this course is to give students an appreciation and understanding of the natural world. From the local to the global scale, students use several approaches to study the science of ecology, and in the process, learn something of the natural history of the Santa Barbara area and the global processes important in controlling such phenomena as global warming. The course includes two mandatory all-day field trips and individual field projects.

**LBS346 Africa in World History**  
3 units

This course examines aspects of the evolution of African society from the earliest days to the present. This overview is analyzed from a cultural, political, economic and international perspective. Emphasis

and major consideration includes a comprehensive examination of the dynamic interaction between European development and African underdevelopment. Viewing of an award-winning film series further serves as a focal point for student examination.

**LBS348A Survey Research and  
Statistics**  
3 units

This course provides an overview of social science research methodology with in-depth study of survey research methods including data collection and analysis. Students design, conduct, and report results of a small survey research project.

**LBS349A Experimental Design and  
Statistics**  
3 units

This course provides an in-depth look at experimental and quasi-experimental research methodology and corresponding statistical analyses, including an examination of how research design affects internal and external validity. Students design field studies that employ experimental methods.

**LBS370B Social Movements**  
3 units

This class focuses on U.S. social movements, including revolutionary movements, in which loosely organized groups of people challenge social norms and values and/or established political and social order, often defying established rules of behavior and bypassing traditional institutional channels (e.g. voting, petitioning, lobbying) for pursuing their interests. The course takes an interdisciplinary perspective combining sociological theory with social history and social psychology.

**LBS373 Social Dialogues**  
3 units

Through readings, videos, and in-class dialogue, this course provides students with a focused opportunity to critically examine selected socio-economic and political issues

that are the subject of current public debate and advocacy. Students are provided with strategies and perspectives for the critical analysis of issues and creative discourse regarding them. Covered topics will be studied and discussed from the diverse and humane perspectives of the core purposes of a liberal studies education. Topics often include: causes of poverty, hunger and malnutrition, environmental racism, changing family structures, and others.

**LBS377 The Latino Community in  
American Culture**  
3 units

According to the 1990 U.S. Census, by the year 2010 the Latino Community will become the largest ethnic population in California. The linguistic and cultural influences are felt in all private and public sectors of society. As residents and future professional service providers, students need to become aware of and understand Latino culture. This course is designed to introduce students to the Latino community through cultural, historical, and psychological perspectives. Students critically analyze the social context of the Latino in the United States using Santa Barbara as the study site. On-site visits in the local community are part of the course of study.

**LBS378 Racism and Sexism  
in America**  
3 units

This course examines the evolution of racial and sexist attitudes and behavior in the United States from several perspectives and traces the impact upon groups. Lectures, discussions, and reading assignments provide students with a substantive factual background of racism and sexism in American society, their causes and effects.

**LBS379A Concepts and Values in  
Modern Multicultural Society**  
3 units

This course explores the fundamental causes and manifestations of key



**COM355**                    **Intercultural  
Communication**  
3 units

Technology has compressed the world into a global village composed of myriad international and nondominant domestic cultures. Communication between cultures is essential but complicated by different contexts, values, expectations, and perceptions. This course examines different theoretical and practical approaches to the complexities of both verbal and non-verbal communication across cultures. Communication styles of various nationalities are examined along with such issues as dominance, gender, religion, prejudice, time, distance, and silence.

**COM358**                    **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: group functioning, role emergence and differentiation, leadership and authority, and scapegoating.

**COM359**                    **Writing &  
Literary Theory**  
3 units

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

## *Management and Social Services Administration Courses*

**MGT347**                    **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.

**MGT361**                    **Global Economics**  
3 units

Beginning with a review of essential concepts in economics, this course focuses on the international and cross cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.

**MGT362**                    **Management  
Information Systems**  
3 units

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

**MGT363**                    **Organizational Behavior**  
3 units

This course focuses on human behavior in the workplace. It applies theory and research from the fields of management, human relations, industrial and

organizational psychology to increase students' understanding of how environmental and psychological influences affect human performance. Topics include motivation, leadership, power, communication, conflict, decision making, job design, and organizational structure and change.

**MGT364**                    **Human Resource  
Management**  
3 units

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

**MGT365**                    **Strategic Planning**  
3 units

Strategic planning is the process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing market opportunities. It relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation. This course surveys the strategic planning process and suggests applications in a broad range of business situations.

**MGT366A**                    **Marketing Principles  
and Applications**  
3 units

This course provides a practical, hands-on "marketing" approach to public relations, including study of what it is, the role of public relations as a management tool, and the skills and tools needed by the effective public relations professional. Included in the course are theoretical considerations as well as practical techniques; how to identify positioning of a company and its target markets; use of research; and how to create or change the company public image. Students learn how to write press releases and

public service announcements, prepare press packages, create a special event, stage a press conference, analyze what makes "good advertising" and develop contingency/disaster plans.

**MGT367 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.

**MGT368 Principles of Management**  
3 units

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

**MGT369A Budgets and Finance**  
3 units

An introduction to financial management is presented in terms of its most important functions: raising funds at minimum cost and risk, and allocating those funds among competing short-and long-term users. Key concepts include working capital management, capital budgeting, long-term capital structure, securities valuation and dividend policy. Techniques of financial analysis are introduced. A knowledge of accounting is a prerequisite for this course.

**MGT379M Accounting Essentials**  
2 units

This class covers terminology and basic accounting processes including balance sheets, income statements, funds statements, and

basic record keeping and standard financial reports. Learning is acquired through discussion and lecture, in-class exercises, and workbook projects. The class is a prerequisite for Managerial Finance and Public and Non-Profit Finance unless the student has an accounting course on transcript or documented prior learning in accounting or bookkeeping.

**MGT379Z Grant Development and Proposal Writing**  
1 unit

This seminar provides an overview of the grants research and applications process. Topics include: project planning, research methods, proposal writing, public/private grant sources, budget development, funding outcomes, and network building. Small group activities allow participants to practice grant research and proposal writing methods. This seminar is especially valuable for those interested in management of nonprofit organizations.

**SSA300 Issues in Social Service Administration**  
3 units

This course provides students with an introduction to the critical issues and concepts encountered by the social service administrator. Among the issues discussed are: the intersection of the public and non-profit sectors in the delivery of social services; budgetary and fiscal constraints; legal and ethical issues; the implementation of standards of responsibility and accountability; program evaluation; staff motivation and empowerment; and the impact of public policy. Students are exposed to a variety of policies and theoretical learnings and their application to various populations.

## *Psychology Courses*

**PSY320 Counseling Theory and Technique**  
3 units

This course provides an introduction to basic counseling skills and concepts including active listening skills, communication and feedback, with emphasis placed on skill development through dyad work. The class also includes an exploration of counseling within the cultural and social milieu.

**PSY327A Child & Adolescent Development**  
3 units

This course provides an overview of the cognitive, social, physiological and psychological development of the child and the adolescent. Topics discussed include: continuity and change, male and female differences, morality and values, identity and individuation, peer relations, schools and the law.

**PSY329 Abnormal Psychology**  
3 units

This course acquaints the student with major classifications of emotional disturbance, as well as prevalent views of psychopathology and the controversies that surround them. It also offers a description and definition of the major neurotic, psychotic and behavior disorders, including phobias, depression, psychosomatic illness, schizophrenia, and psychopathic behavior. Medical, humanist/existential, and behaviorist models of psychopathology are compared in terms of definition of symptomology, theories about origins of disorder, and description of dynamics.

**PSY340 Theories of Personality**  
3 units

This course is designed to acquaint students with the major theories of personality and schools of thought in psychology. A comparative approach is used, based on the assumption that each theory

contributes a part to the whole understanding of the human personality. An objective is to study the parts in order to gain a greater understanding of the whole. A final goal of this course is for each student to develop her/his own theory of personality based on a critical understanding of predominant theories in order to come to know one's own biases, assumptions, strengths and weaknesses.

**PSY341      Transformations of  
Consciousness  
3 units**

This course examines some of the foundations for the transpersonal psychology movement as well as current developments in the creation of a full spectrum model for human growth 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.

**PSY343      Theories of Learning  
and Cognition  
3 units**

This course examines major psychological theories of learning, motivation and performance. Beginning with a focus on the traditional behaviorist theories of human and animal learning, we continue with a look at the foundations of Gestalt psychology, and proceed to a study of modern cognitive theories of human learning and memory. The final weeks of the course survey applications of learning theories in such areas as personality theory, modeling, child development, moral development, psychotherapy, behavior modification, educational instruction and artificial intelligence.

**PSY344      Social Psychology  
3 units**

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

**PSY345      Community Psychology  
and Social Change  
3 units**

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

**PSY346      Introduction to Family  
Systems  
3 units**

This course provides an introduction to basic concepts in family systems. Among the topics studied are family structure, roles, rules, myths and secrets. These topics will be examined from a variety of perspectives, both theoretical and cultural. Material will be presented through assigned readings, films, lectures and discussion. Students will apply these concepts to their own family experience through a project that involves constructing a genogram and writing a paper.

**PSY380A      Issues in Chemical  
Dependency  
3 units**

A history and overview of the use of drugs in contemporary society. Issues regarding drug use patterns and chemical dependency are explored in detail. Personal, familial and cultural implications will also be covered.

# MASTER OF ARTS IN EDUCATION TEACHER CREDENTIALING PROGRAM

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*The Master of Arts in Education & Teacher Credentialing Program began in July 1999 at both the Santa Barbara and Los Angeles campuses. The Program is developing and minor changes to these descriptions should be expected.*

In response to the current shortage of teachers in California and the widespread criticism of teaching programs nationally, Antioch University Southern California is offering a new program for teacher preparation. The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) prepares elementary school teachers who specialize in teaching literacy skills, are knowledgeable about building character and citizenship skills, and are prepared to engage in school reform. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems humankind depends upon for its continued survival. Antioch's Program provides an exciting alternative to traditional programs by emphasizing not only rigorous academic standards and active local and world citizenship, but also the development of the teacher as a whole person. In many ways, society has lost sight of the essential role of the teacher. Teaching our children has an immeasurable purpose: To prepare new citizens who can and will actively participate in the continual reconstruction of a democratic society. Antioch considers teaching one of the most important vocations, and ranks its teacher preparation among its highest priorities.

*Beginning in 2001, the Federal Government requires all teacher preparation programs to report to the public particular student outcomes and to describe certain aspects of their programs. In the academic year 1999-2000, Antioch Southern California, which consists of the Los Angeles and Santa Barbara campuses, had fifteen candidates who completed all program requirements by June 30, 2000. (During the 99-00 academic years there were fifteen candidates who completed all program requirements.) The number of program completors who took and passed the Reading Instruction Competence Assessment (RICA) prior to January, 2001 was fourteen. Thus, the percentage of candidates that passed the (RICA) was 100%. The number of candidates that completed one or more courses in the Program was thirty-one. Twenty-one candidates completed one or more supervised student teaching placements. One candidate received credit for supervised student teaching while working under an Emergency Permit. The number of student teacher supervisors employed was five, and*

*the ratio between student teachers and full time supervisors was eight:one. The total hours of required student teaching was 640. This teacher preparation program is accredited by the State of California, and is not designated as a low performing program.*

## *Mission*

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been the education of the whole person—intellect, character, and emotions. The teacher preparation program continues this tradition.

The Program's objectives are to:

- **Maintain demanding curriculum standards.**

Candidates work with research-based theoretical models to enhance their critical thinking and inquiry skills and to emphasize the connections between emotional and intellectual aspects of learning. Theoretical knowledge is balanced by experience gained through observation and practice. High-quality supervision by both university and school-site personnel is emphasized.

- **Produce elementary school teachers with demonstrated expertise in teaching reading.**

Candidates learn research-based reading theory and validated methodology, which are practiced in supervised settings.

- **Produce teachers skilled in character building and citizenship development.**

Candidates learn contemporary models of character development, and develop expertise in the inculcation of pro-social virtues. They also learn how to help their students work collaboratively to identify and construct effective alternatives to racism and injustice. Learning mediation and counseling methods enhances candidates' classroom organizational skills.

- Produce technology-literate teachers.

Candidates learn and demonstrate competency in computers and other technologies to access and manage information. They also demonstrate effective technology use in the classroom, including multi-media presentations, Internet use, and on-line communication.

- Provide a program that encourages the development of candidates' professional identities and pride in teaching.

Through the study of psychology, philosophy, pedagogy, and structures of schooling, candidates deepen their self-understanding through engaging in self-reflection about teachers' important roles: child advocate, school reformer, social change agent, and environmental advocate.

- Familiarize candidates with global, environmental interdependence.

Candidates study the impact of human activity on the natural environment and become thoroughly familiar with the need (both pragmatic and philosophical) to teach respect and love of the natural world. They learn to teach science in the context of real problems and solutions in the living laboratory.

- Master's program for continued learning in Educational Leadership.

The systematic Master's level study of effective schooling, school restructuring, and organizational change provides candidates with strong leadership skills.

## *Program Design*

The Master of Arts in Education & Teacher Credentialing Program is primarily a cohort model with a continuous curriculum consisting of course and field work. After four full-time quarters of successful performance, candidates are eligible for the California State Preliminary Multiple Subjects Credential with Cross-cultural Language and Academic Development (CLAD) emphasis. With the first four quarters and the fifth quarter clear courses candidates are eligible for the California State Clear Credential with Cross-cultural Language and Academic Development (CLAD) emphasis. During the fifth, sixth and seventh quarters, when candidates are fully employed teachers, they continue their study as part time students toward the M.A. in Education.

## *Requirements*

### Student Teaching Requirements

- TB Test
- Identification clearance
- University library card for UCSB
- Official college transcripts from all colleges attended
- Documentation of CLAD Second Language verification or a reasonable plan for meeting the second language requirement by Quarter 4
- Successful passage of MSAT
- Successful completion of Quarter 1 and 2 of the Core Curriculum
- Advancement to student teaching

### Requirements for the Preliminary Credential

(in addition to those above)

- Successful completion of all courses of the Core Curriculum
- Passage of the RICA
- Successful completion of student teaching
- Completion and documentation of the U.S. Constitution requirement
- Recommendation by the Faculty Advisor

### Requirements for the Clear Credential

(in addition to those above)

- Successful completion of health and special education courses

### Requirements for the MA Degree

- Completion of residency requirement
- Successful completion of core MA curriculum
- Successful completion of Master's thesis/project

## *Field Study*

The graduated Field Study/Student Teaching Curriculum provides a structure for candidates not only to put into practice what they learn at the university campus, but also to reflect critically on that practice. In each placement, candidates learn to work effectively with diverse students—a primary objective of the Program.

The graduated Field Study/Student Teaching Curriculum is designed and executed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC Program, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Study/Student Teaching Curriculum also enhances their social change skills. Only

through practiced application of theory, research, pedagogy, personal philosophy, and interpersonal interaction can a candidate become a professional educator. Moreover, candidates learn how to identify the specific needs of different communities and to work with them in responsive ways. Finally, candidates contribute to those communities their excitement about teaching, enthusiasm about learning, and optimism and vision about social change.

All candidates begin the graduated Field Study/Student Teaching Curriculum during their first quarter of enrollment. Their instructional tasks are graduated, increasingly preparing them for full-time teaching responsibilities. All university supervision of student teaching is conducted by University Supervisors who are thoroughly familiar with the mission and learning objectives of the entire Program. A required concomitant Proseminar is conducted once a week.

## Curriculum Design

### Quarter 1

HDV457	Multicultural Group Facilitation, Counseling & Mediation Practicum (Prerequisite to program)	3 units
HDV458	Social & Developmental Dimensions of Language (Prerequisite to program)	3 units
TEP501A	Teaching in Multicultural Classrooms/Field Work	3 units
TEP504	Social Science and Children's Experience	3 units
		Total 12 Units (6 MA)

### Quarter 2

TEP505	Reading Instruction in Elementary School Classrooms	3 units
TEP507	Real World Mathematics	3 units
TEP532	Student Citizenship, Child Development and Classroom Organization	3 units
TEP533	Field Practicum	3 units
		Total 12 Units

### Quarter 3

TEP510	Science: Discovery Teaching, Action Learning	3 units
TEP511	Language Arts Curricula: Theory & Methods	3 units
TEP512	Student Teaching with Professional Seminar	6 units
		Total 12 units

### Quarter 4

TEP513	The Arts in Culture and Learning	3 units
TEP514	Pedagogy & Technology	3 units
TEP515	Student Teaching with Professional Seminar	6 units
		Total 12 units

4 Quarters = 42 MAE/TC Units

Preliminary Credential Completed

### Quarter 5

TEP525	*Physical Education and Movement	1 unit
TEP531	Teaching and Learning with Children's Literature	2 units
TEP601	*Teaching Exceptional Children	3 units
TEP602	*Advocating For Healthy Children	2 units
TEP613	Sociology of Schools	3 units
TEP614	Foundations of Educational Research	3 units
TEP631	**Resilience and School Community	3 units
		Total 11-14 units

\*May be taken in other quarters when offered.

\*\*If 602 already taken.

### Quarter 6

TEP615	Critical Perspectives on Curriculum	4 units
TEP616	Critical Evaluation of Educational Research	3 units
TEP617	Professional Intensive	1 unit
		Total 8 units

### Quarter 7

TEP618	Leadership in Educational Reform	4 units
TEP619	Producing and Disseminating Educational Research	3 units
TEP620	Professional Intensive II	1 unit
		Total 8 units

### Quarter 8

TEP621	Thesis Documentation	6 units
		Total 6 units

8 Quarters = 78 MAE/TC Units

Master of Arts in Education Degree Completed



# MAE COURSE DESCRIPTIONS

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**HDV457/PSY457 Multicultural Group Facilitation, Counseling Skills, and Mediation Practicum (BA Program) 3 Units**

In this experiential course, students learn and practice basic counseling and mediation skills, as well as systems strategies for working with groups, particularly with those whose members differ from one's self in terms of culture, ethnicity, language use, gender, sexual preference, and social class. Methods of identifying and improving interpersonal effectiveness will be facilitated with role-play and video. Candidates study and experience models of group dynamics and evaluate their own personalities and how they contribute to the group. Mediation, conflict resolution, and active listening skills are practiced every week and for homework. Effective interactions with others who are significantly different from the student is the central objective of the course.

**HDV458 Social and Developmental Dimensions of Language (BA Program) 3 Units**

This course combines advanced study of cognitive, personal, and social development with the study of the psychophysical dimensions of first- and second-language acquisition, language structure and 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. Ethical issues within the discipline of child studies are carefully examined, particularly children's rights and the

under representation of diverse subjects in the research literature, including girls. Students review contemporary theory and research on the relationships between cognitive and social development and language acquisition and use. The course also reviews current theory and research on how the variables of development, class, language, and ethnicity impact learning. Then, the course focuses on dialects and standard languages, the implications of the differential status of language and dialects, value systems, acculturation patterns, language environment, and federal and state language policy.

**TEP501A Teaching in Multicultural Classrooms/Field Work 3 Units**

This course provides an orientation to the philosophy, curriculum, and learning objectives of Antioch's Teacher Credentialing Program and explores how each candidate responds to this material. A primary objective is to facilitate the candidate's beginning construction of his or her identity as a professional educator in multicultural settings. Candidates learn about the knowledge and competencies necessary to interact effectively with diverse linguistic and cultural student groups, particularly the need to provide culturally-responsive instruction that allows for access to the core curriculum in each subject for all students.

**TEP504 Social Science and Children's Experience 3 Units**

This class teaches methods of making social science meaningful in children's experiences. Approaches include the articulation of politics, and history-making, how persons are studied in psychology, sociology, and anthropology, the use of student journals, observation skills, and the importance of map-making and sense of place to the child. Investigation of children as history makers offers an introduction to the essential aspects of an integrated day using reading and writing as thematic drivers. The emphasis is on developing a framework for learning that incorporates real life experience, the use of alternative curricular material, and the use of drama, literature, music, dance and visual art in exploring historical and sociocultural forces that shape students' lives that can be interfaced with the State Social Studies Framework.

**TEP505 Reading Instruction in the Elementary School Classroom 3 Units**

Candidates learn to provide balanced and comprehensive reading instruction. Candidates study research and recognized best practice in reading instruction. Relationships between oral and written language skills are studied in order to develop flexible literacy instruction to meet the needs of diverse students. Formal and informal assessment instruments, methods, and strategies are critically studied, and candidates learn how

to use assessment outcomes to plan reading and writing instruction. Candidates study and plan organized, systematic, instruction that includes explicit skills that promote phonemic awareness, decoding skills, comprehension and English language development. (CLAD and reading standards addressed.)

**TEP507 Real World Mathematics**  
**3 Units**

This course reflects an interdisciplinary, culturally-responsive and developmental approach to teaching mathematics that enables teachers to engage all students with the core curriculum in a real-world context. Candidates learn to plan and deliver instruction in math using a variety of methods and materials as well as a variety of opportunities for students to demonstrate their knowledge. (CLAD and Technology Standards addressed.)

**TEP510 Science: Discovery Teaching, Action Learning**  
**3 Units**

This course introduces methods of teaching science within the context of nature and place with a focus on fostering English language development, particularly the development of students' science-related language. Providing access to all students to the core science curriculum is emphasized. Critical thinking, problem-solving, and problem-posing are at the center of unit and lesson planning. Development of the classroom and outside contexts as laboratories, involving students' families, and using community resources are emphasized to engage all students in developmentally appropriate, real-world science experience. Particular focus is placed on ecology studies within students' communities. Candidates learn the importance of explicitly addressing gender and ethnic discrimination in the science professions and of providing support for students' identification with and positive attitudes toward science. (CLAD standards addressed.)

**TEP511 Language Arts Curricula: Theory and Methods**  
**3 Units**

Candidates expand their foundational learning from TEP 505 by deepening and broadening their abilities to plan and deliver a comprehensive, integrated, interdisciplinary, and methodologically-grounded language arts program that supports access to the core language arts curriculum for all students. Theories and methods of instruction for English language development (ELD) and specially designed academic instruction delivered in English (SDAIE) are reviewed. Candidate competency is expanded to include more integrated instructional approaches to promoting fluency through reading, writing, spelling, oral language, vocabulary development, and the use of various genres of literature and expository texts that reflect cultural diversity for all elementary grades. Written language development strategies are examined and candidates plan and carry out instruction in all stages of writing from pre-writing to publishing during their daily student teaching. Candidates learn how to infuse other content-area instruction with culturally-responsive literacy activities. (CLAD and reading standards addressed.)

**TEP512 Student Teaching with Professional Seminar**  
**6 Units**

Candidates engage in on-site, daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar integrates each week's teaching experience with theory and methods studied in the Program. Culturally-responsive instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' problems and questions are explored with peers and instructor in a supportive, problem-solving

context. Candidates provide video segments of their student teaching to be critiqued by peers and instructor.

**TEP513 The Arts in Culture and Learning**  
**3 Units**

This course introduces candidates to interpretive models for understanding the role of the arts (including music) in building culture and history, particularly in African-American and Latin-American cultures. Different cultural and social class conceptions of aesthetics (e.g., subjectivism, relativism, universalism) are examined. Research on the impact of the arts and artistic expression on learning, development, and creativity is studied, as are theories of interdependence between conceptual learning in discipline areas (e.g., math) and the arts (e.g., music). Candidates learn how to teach artistic methods through providing culturally-responsive instruction adapted to the needs of diverse students in music and drawing, as well as how to use art, generally, as part of instructional units in mathematics, science, language arts, and social studies. The California State Arts Framework is examined.

**TEP514 Pedagogy and Technology**  
**3 Units**

In this course, candidates gain experience in web-based research strategies for instructional materials as well as for classroom use. The instructor acts primarily as a resource and facilitates candidates' developing independent expertise. Educational software usable with a diverse student population is reviewed and critiqued. Candidates critically examine cultural and socioeconomic differences relative to use of and access to technology as well as to software options. Various uses of information technology and the experiential nature of teaching with educational technology are explored. Candidates begin to develop the knowledge and skill to integrate technology into the classroom and motivate diverse students with differing abilities and experience to learn with technology.

Candidates are required to produce database management records, presentations with graphics and charts, lesson plans, etc. (Technology standards addressed.)

**TEP515 Student Teaching with Professional Seminar**  
**6 Units**

Students continue to engage in 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 instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context.

**TEP531 Teaching and Learning with Children's Literature**  
**2 units**

Students will immerse themselves in reading a wide range of children's literature. They will experience a variety of ways to share and respond to that literature with English language learners in mind. They will also experience multicultural literature in ways that broaden and transform perspectives on literature for the elementary classroom by engaging students in multicultural literature in the content areas. Students will understand that children's literature can be an invaluable support to learning across the curriculum, that children's literature can broaden our perspective in an increasingly diverse society, that children's literature provides rich, enjoyable experiences for readers of all ages, and that responding to children's literature is enhanced by both personal connections and the perspectives of others. Literature will be used to help construct meaning for students.

**TEP532 Student Citizenship, Child Development & Classroom Organization**  
**3 Units**

This course explores various models of classroom organization while examining the cultural, ethical and developmental influences of each. Candidates examine child development theories and learn developmental milestones in cognition, social skills, motor and moral development in order to determine appropriate curricula and classroom management. Methods of facilitating students' identities as citizens of the class, the school, the community, the society and the world are the focus of the course. Strategies are learned for building mutual respect, trust, appreciation for culture, ethnic, gender, family, learning styles, language, and religious differences. Responding effectively to conflict and inappropriate school behavior is studied.

**TEP533 Field Practicum**  
**3 Units**

As a laboratory for TEP 505, 507, and 532, candidates are placed in school sites to provide instruction to individuals and small groups in reading, writing and math. Candidates apply instructional strategies with children from diverse cultural and language backgrounds. Candidates practice assessment methods to inform instruction in reading and math and keep detailed records on instructional outcomes. Candidates use the practicum site for observations for TEP 532 and help to build upon their own philosophy of education. (CLAD and reading standards addressed.)

**TEP601 Teaching Exceptional Children**  
**3 Units**

This course provides candidates with information and skills required to meet the needs of exceptional students. Content areas include: state and federal special education legislation, exceptional learner characteristics, referral practice,

informal assessment instructional planning, program implementation 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. This course meets the requirement for the California Professional Clear Credential.

**TEP602 Advocating for Healthy Children**  
**2 Units**

This course covers the state required material for health with an emphasis on relevant instruction, communication, and student advocacy with a diverse student and parent population. Candidate will learn about cultural and socioeconomic differences relative to nutrition, physical and mental health, and healthcare services. Candidates learn educational research models for teaching sexuality, drug and alcohol abuse, and nutrition. They construct health curriculum units that promote students critical thinking and safety. Current research on the role of health in the schools and communities as well as the state health frameworks is explored. Satisfies the health requirement for the California Clear Credential.

**TEP613 Sociology of Schools**  
**3 units**

This course explores research on organizations as "systems," which are studied from both business and education literatures. Students develop familiarity with how systems operate and perpetuate themselves. Attention will be given to the historical, social, political, economic, and cultural contexts of schools. The structural, political, cultural, and symbolic dimensions of schools are identified and critically analyzed. Each student conducts an organization analysis of a school. Particular emphasis is placed on the

roles teachers can take in educational organization. United State public schools are contrasted with alternative models and comparative cultures. Students' basic assumptions about schools are deconstructed. **Prerequisite: teaching credential or equivalent.**

**TEP614 Educational Research Methods**  
**3 units**

This course is designed to introduce students to the issues central to educational research. In order to provide the skills and knowledge that allow students to become critical consumers of both theory and research, the course includes exposure to various research designs and key elements of critical evaluation. Students explore both laboratory-based and classroom-based research. They also examine others as well as themselves in the role of teacher as researcher. In addition, students will learn to search and locate sources and support for current state policies related to K-12 education. **Prerequisite: teaching credential or equivalent.**

**TEP615 Critical Perspectives on Curriculum**  
**4 units**

In this course, students embark on a comprehensive study (historical, social political, economic, and cultural aspects) of curriculum reform in the U.S., and in California in particular. The history of curriculum is examined along with the theories of learning and political conditions that guided its development. The ways current curricula and methods of assessment are generated and adopted are studied, including the impact of State/Federal and university policy. Students identify key contemporary curricular issues and trace their sources through historical and political analyses. Students develop and learn to articulate their own well-formulated positions on appropriate curriculum and instruction. **Prerequisite: teaching credential or equivalent.**

**TEP616 Critical Evaluation of Education Research (continuation of 614)**  
**3 units**

In this course, students refine their ability to critically evaluate the reliability, validity, and implication of educational research. They become familiar with logical processes of problem conceptualization and hypothesis formulation. Qualitative and quantitative research methods are introduced. Both theoretical and practical issues of school-based research are examined. Students design their theses/projects, begin their literature reviews, and do a small pilot project. **Prerequisite: teaching credential or equivalent and TEP614.**

**TEP617/620 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, standards, technological advances, ethics in education, etc. **Prerequisite: teaching credential or equivalent.**

**TEP618 Leadership in Educational Reform**  
**4 units**

This course provides study of leadership in educational reform. Students become familiar with the current research on effective schools and the values and efforts that brought them into being. Central issues in reform such as state control, accountability, curriculum, resistance, and community building are examined. Students research the specific challenges in California school reform (e.g., language, culture). Students study organizational change models and test their applicability to school change. They study different types of leadership, different ways that power is distributed, and

evaluate the effectiveness of these models in different contexts. Students identify their own theories of leadership, and study relationships between motivation and power. **Prerequisite: teaching credential or equivalent.**

**TEP619 Producing and Disseminating Educational Research**  
**3 units (continuation of 616)**

In this course, students finalize their thesis designs and begin the data collection phase of their projects. They act as peer mentors to each other, providing both support and critique. Students complete the literature review for the projects and expand their skills in the use of descriptive and inferential statistics in data analysis. Students are instructed in professional writing skills and produce a short research article, proposal, or editorial. Students learn about professional development opportunities nationally and internationally, on-line, on campus, and on school sites. Students develop intellectual and professional networks that provide support for research and social change activities. **Prerequisite: teaching credential or equivalent and TEP614 and 616.**

**TEP621 Thesis Completion and Publication**  
**3 units**

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. They will offer critique of each others' written work. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work. Each student will be required to practice and present their conclusions to an appropriate community organization, professional group, or educational agency. **Prerequisite: teaching credential or equivalent and approval of faculty advisor.**

**TEP630 Social Justice and  
Educational Leadership  
3 units**

Contemporary research and practice related to progressive education movements are studied, including humanistic, student-centered, democratic, environmental, character, radical pedagogy, and moral education, deschooling, 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. Students examine their interests and design an appropriate academic plan to accomplish the MA degree within the 5 quarters, including identifying electives that will meet their needs. During this course students also form a unique collegial support group for pursuing the masters' degree as experienced teachers. Antioch's social justice mission and its impact in the educational program is shared in this course. **Prerequisite: Admission into the Master's Program in Social Justice and Educational Leadership.**

**TEP632 Practicum in  
Educational Inquiry  
3 units**

Students work on gathering data and implementing the projects they designed in TEP619. Students engage in Action Research in their own classrooms or other practicum placements in which reforms are needed. This research is a culmination of the learning students have done in core courses in preparation for their own projects. Students focus on the development of solid research practices based upon their understandings of the social, political, historical and cultural environments they are studying. They receive support from faculty and peers as they practice the research aspects of their projects in the field. **Prerequisite: teaching credential or equivalent, and TEP614, 616 and 619.**



# MASTER OF ARTS IN EDUCATION

## SOCIAL JUSTICE & EDUCATIONAL LEADERSHIP EMPHASIS

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The primary goal of the MAE in SJ/EL is to increase the number of educators who have the knowledge and skills to effect change in our schools. Teachers need to have a critical understanding of the school organizations and other social conditions they face on a daily basis, to learn to navigate these systems with a critical perspective, and to develop the skills to facilitate change.

### *Mission*

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been one of social justice and progressive education. The Master's Program in Education with a Social Justice and Educational Leadership Emphasis continues this tradition.

#### **Program Objectives:**

The Program provides students learning experiences that will help them...

- be prepared to be activists in the school reform movement in California.
- be able to perform historical, sociological, and political analyses of school structures.
- understand the role of educational research and the debates that underlie theories, ideologies, and pedagogies.
- learn practical theories of organizational change, renewal and reform particularly in relation to the improvement of schools.
- work with student study teams, school management, budget committees, and parents.
- learn an array of theories and skills to create classrooms and schools built upon mutual respect and care.
- identify and participate in self-directed learning as a professional.

- design and complete an in-depth project in their chosen area.
- advocate for all children, specifically to right injustices in education.

#### **Program Design and Pedagogy**

The program provides a constructivist, reflective education. Developing leadership skills requires more than the study of theories and models. It also requires action and reflection on that action. Each of the research courses will focus not only on applying the material studied in the associated core course but also on the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work on group collaboration. They will have many opportunities to reflect on their own strengths and weaknesses, to examine their own reasoning, values, and interpersonal skills. Leadership requires significant self-knowledge related to communication. Cooperative projects designed in courses will give students an opportunity to explore themselves, and examine their potential roles as leaders in a reflective, supportive environment.

### **REQUIREMENTS**

#### **Unit Requirement**

The minimum number of units for the degree is 45. All students complete all core courses, which consist of 30 units. The remaining 15 units required consist of elective courses in students' areas of interest and are included in their academic plan, which faculty approve during the students' first quarter in the program. These elective courses are offered in the Education program, as well as through the Management and Psychology programs. Electives also include student designed, independent studies and field practica with core faculty members.

#### **Residency Requirement**

The program's minimum residency requirement is two full-time quarters plus three half-time quarters, beginning and ending in the summer quarter.

## Curriculum

During the first quarter of the program, students enroll in a three unit introductory course on Social Justice and Educational Leadership. This course offers students the opportunity to assess their current understanding of the reform movement, and learn about social justice issues in educational leadership. This first quarter is a full time intensive experience that includes not only academic courses but also the building of a collegial community with others in the program.

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

In addition to the core curriculum, students enroll in up to 15 units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules. If students have not previously taken TEP601 Teaching Exceptional Children; TEP602 Advocating for Healthy Children, or TEP531 Teaching and Learning with Children's Literature, they may need to take these as electives. Some of these courses are required for the California Professional Clear Credential. If students already possess this credential, they may choose other electives.

The curriculum is designed with only one entry quarter each year—Summer. During this summer quarter students will be enrolled in some of the same courses as the credential students in their 5<sup>th</sup> quarter of the Master's in Education/Teacher Credential Program. This is done deliberately to engage beginning teachers in dialog with experienced teachers during the summer before the newly credentialed teachers begin their first jobs in schools. This will help to build support for the beginning teacher.

### Quarter 1

TEP601*	Teaching Exceptional Children	3 units
TEP602*	Advocating for Healthy Children	2 units
TEP613	Sociology of Schools	3 units
TEP614	Foundations of Educational Research	3 units
TEP531*	Teaching and Learning with Children's Literature	2 units
TEP 631	Resilience and School Community	3 units
TEP 630	Social Justice and Educational Leadership	3 units
		Total 12- 15 units

### Quarter 2

TE 615	Critical Perspectives on Curriculum	4 units
TEP616	Critical Evaluation of Educational Research	3 units
TEP617	Professional Intensive	1 unit
		Total 8 units

### Quarter 3

TEP618	Leadership in Educational Reform	4 units
TEP619	Producing and Disseminating Educational Research	3 units
TEP620	Professional Intensive II	1 unit
		Total 8 units

### Quarter 4

TEP632	Practicum in Educational Inquiry	3 units
	Elective	3-4 units
		Total 6-7 units

### Quarter 5

TEP621	Thesis Completion	3 units
	Elective	9 units
		Total 12 units

\* Optional

# MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

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The Antioch name has been synonymous with leadership in management education for many years. Writings by Antioch faculty and alumni play an important part in management classrooms around the world. Former Antioch President Douglas McGregor's classic text, *The Human Side of Enterprise*, established "Theory X" and "Theory Y" management styles. McGregor was a pioneer in introducing participative management to develop high-performing organizations. Antioch alumni Warren Bennis is currently one of the leading writers in leadership theory. His *On Becoming a Leader* and *Why Leaders Can't Lead* have influenced top managers in many organizations throughout the country.

Antioch's former President Arthur Morgan pioneered programs that combined academic studies with experience in the business world, introducing cooperative education programs in the 1920's that integrated off-campus work with on-campus coursework. This tradition has held strong and is reflected in the field projects of current management students.

The Antioch Santa Barbara Campus offers a Master of Arts in Organizational Management (MAOM) designed for the working adult, and is an alternative to traditional business schools. Antioch's management curriculum attempts to create a cohesive experience for students that places equal emphasis on personal vision, sensitivity to social contexts, and technical skills for practical problem solving.

The program in Organizational Management prepares students to be effective leaders, decision-makers, entrepreneurs, consultants, and trainers for private and public sector organizations. The curriculum provides fundamental theories and skills that are needed to favorably impact the achievement of organizational goals.

The program distinguishes itself from other programs; by adding a major dimension to management education. We consult with our students on developing their skills as leaders. The course of study provides opportunities to integrate the learning of management fundamentals with the development of a student's own personal effectiveness in creating visions of the organization's future, in motivating others, orchestrating human energy to work

toward individual and organizational goals, and in removing barriers that hinder progress and productivity.

In addition to Antioch's unique approach to teaching and respect for individual concerns, students in the MAOM Program benefit from:

- **Integration of work and study:** Academic knowledge comes to life through practical application. Students integrate current work experience with their studies to develop practical skills and real-world leadership.
- **Faculty of working professionals:** Antioch's experienced faculty are active professionals who make sure that students connect theory with workplace issues. Faculty members are mentors who know students personally and take an individual interest in their careers.
- **Small class size:** Antioch classes are small, lively, and interactive. Classes stimulate collaboration and focus on obtaining unique input from fellow students. Knowing the value of adult students' time, Antioch believes that every hour in the classroom should yield tangible value and foster personal transformation.
- **Personalized education:** Antioch combines high intellectual standards and critical thinking with individual creativity. Interaction with faculty is always a priority.
- **Classic foundation:** The curriculum includes Ethics, Strategy and Policy, Economics, Finance, Organizational Theory, Communication, Human Resources, and Management Information Systems.
- **Individualized Area of Concentration:** Complementing the core curriculum, students can pursue areas of special interest through curriculum offerings as well as through workshops, mentorships, independent studies, and the individually designed Master's Project.
- **Weekend College:** In this low-residency program, students attend classes on campus one weekend per month and meet in the virtual classroom weekly, according to their own individual schedules.

## *Mission*

The MAOM Program is based on certain beliefs, underlying values, and assumptions which, taken together, comprise our philosophy of management.

We believe:

- that effective leaders work continually on strengthening within themselves three types of skills: human skills, which provide the ability to work effectively with and through people; technical skills, which comprise specialized knowledge in work-related techniques and procedures; and conceptual skills, which broaden understanding of complex organizational functions, relationships, and phenomena.
- that the competence of leaders in both the analytical and human domains is critical. In the analytical domain, theories, models, and techniques help to diagnose situations and to plan and implement helpful actions. When a human concern is added to one's capabilities, s/he is able to function as a more complete manager.

We strive to have the philosophy just described found in every graduate course. Each emphasizes development of the whole student. Technical coursework combined with skill-building helps strengthen abilities to work with people as a supervisor or team member. Courses focusing on analytical skills merge with activities that concentrate on the student's awareness of her/his effectiveness in difficult situations. Weekly classes that expand the student's knowledge combine with weekend workshops where students practice skills in human relations, communications, and problem-solving.

Students and graduates of our management program consistently cite their experiences and relationships with faculty as major forces in their professional lives and careers. The program attributes much of its uniqueness and dynamic qualities to the theoretical knowledge, practical experience and teaching strengths of the faculty. Core Faculty, supplemented by a carefully selected group of adjunct instructors, provide the students with state-of-the-art perspectives of their fields. More importantly, as seasoned practitioners, they share an "insider's" view from their own managerial or consultative experiences.

Faculty are the key forces in implementing the Antioch management philosophy. First, they are experienced and knowledgeable in their specialty areas and have been selected because of their skills as teachers of their knowledge. Second, they work constantly to model the self-awareness and personal congruency that are central to our philosophy. Third, they advise and consult with students about students' professional and personal development as

managers and leaders, including management education, current professional work and future career directions. Finally, faculty frequently engage students, both in and out of class, in self-developmental reflection and activities.

## *Expectations of Students*

The Antioch Santa Barbara MAOM Program requires students to be intensely active participants in their learning. The program expects energetic involvement in a variety of in-class activities, dedication to completing all required work, and a constant striving for excellence.

As an integral part of the educational process, students are urged to take leadership roles in learning activities and to bring into the learning environment their experiences in organizational life, from which they and their peers can make new discoveries. Students in the program are asked to make a personal and professional commitment to grow in skill, knowledge and leadership ability to the extent possible, using to the fullest the rich resources offered in the Antioch Santa Barbara program. Students are expected to take the initiative in meeting their educational, professional, and personal needs while enrolled in the program.

In short, the program attempts to create an environment for carrying out the highest levels of adult learning. This is accomplished best when students enter into full partnership with us in an effort to achieve this goal.

## *Degree Requirements*

Antioch's MA in Organizational Management degree is a 60-quarter unit program. Courses are offered evenings and weekends and on-line. The course of study consists of eight core courses, 20 units of elective courses (which may or may not be focused in a particular area of concentration), and an 8-unit Master's (Practicum) Project.

The academic year consists of four quarters. Students may complete the degree in a number of different ways:

- full-time for five or six quarters;
- half-time for 10 - 12 quarters;
- a combination of half-time and full-time quarters; or,
- one course at a time (degree to be completed within a five-year period);
- see page 77 for Weekend College requirements.

## Residency

To complete the MA degree in Organizational Management, a student must be enrolled in the program for a minimum of five full-time quarters, 10 half-time quarters, or some equivalent combination. This is called the residency requirement. The degree must be finished within five calendar years of first admission (unless the student withdraws and subsequently re-enters, in which case it must be finished within five years of the second entry into the program.)

Residency is reduced by one quarter for students able to transfer in 9 units of accredited graduate course work taken elsewhere. Residency is reduced by 1/2 quarter for students able to transfer in 4 units of graduate credit.

Some students choose to take a heavy program of units in one or more quarters of study, and so may complete the minimum number of units for the degree (60) before they complete the residency requirement. Nonetheless, five full-time quarters of residency (or the equivalent half-time quarters) are required. Faculty encourage students to pace their learning, allowing plenty of time and energy for each learning activity.

Many students find that they can vary their study workload from full-time to less than full-time, depending upon their employment demands. The curriculum is designed to be flexible enough to accommodate this.

This flexible curriculum allows specialization in a variety of management areas, including innovation and technology, human resources management, business and non-profit management, as well as options for an emphasis in organizational psychology and other areas of individualized, self-directed interest, with the approval of program faculty.

Coursework includes an emphasis on applying concepts to real life situations through experiential exercises, projects, and discussion of issues in students' own work environments. An 8-unit Capstone Project allows the student to select an area of interest and pursue theoretical and practical implications.

See page 77 for weekend college requirements.

## Skill Standards Requirement

### Academic Writing and Math Skills

Students enter Antioch with widely varying writing ability. Since Antioch emphasizes writing in almost every class and good writing is important in both graduate education and the workplace, it is important that students develop their writing skills during their time in the program. MA

students who need work on basic writing and math skills may enroll in BA writing and math classes on a not-for-credit basis.

## Computing Literacy

MA students are expected to possess computing skills necessary to support their basic study needs, e.g., word processing, spreadsheet manipulation, and ability to search reference files (Internet). Students who need help with these skills are expected to develop them as needed through not-for-credit workshops and/or classes. A computer lab/classroom is available for student use; however, all students are encouraged to possess or have access to a personal computer, since relying on access to lab machines may not always be sufficient for personal study needs. An e-mail address is required of all students.

## Curriculum

Curricular requirements presented at the time of entry into the program are in force for students until graduation. Substitution of a core course with an acceptable alternative may be possible in unusual cases where the student has a demonstrated skill level or prior graduate-level study in the area in question. Substitution requires a petition and faculty approval.

Students who withdraw from the program and are readmitted are readmitted under the requirements in force at the time of their readmission if these differ from their original requirements.

See page 77 for weekend college curriculum requirements.

## Core Curriculum

<u>Course No.</u>	<u>Class Name</u>	
OMN501	Organizational Theory	4 units
OMN502A	Quantitative Methods	4 units
OMN503	Managing in a Culturally Diverse Environment	4 units
OMN504	Ethics, Executive Integrity and Social Responsibility	4 units
OMN505A	Human Resource Management and Labor Relations	4 units
OMN506	Managing Budgets and Finance	4 units
OMN507	Organizational Strategy and Policy Making	4 units
OMN508B	Applied Organizational Research	4 units
OMN650	Practicum Project	8 units

40	<b>Total units in required learning activities</b>
20	<b>Elective units (elective courses, workshops or independent studies. These units along with the Practicum may be used to construct an Area of Concentration.)</b>
60	<b>Minimum total units for degree.</b>

## *Areas of Concentration*

A student consults with her/his Advisor to decide whether to develop a formal Area of Concentration within the MAOM Program. An Area of Concentration consists of 16 or more units of work in an area of specialization. These units may consist of Antioch courses and workshops, independent studies, or other self-designed learning activities. If the student desires, the 8-unit Project may also be developed in the same area of specialization.

The decision whether or not to select an Area of Concentration is entirely optional, and may be made (or revised) at any time during the program. If at the time of graduation the student's program includes 16 or more units in a single area, the transcript indicates an MA in Organizational Management "with a concentration in\_\_\_\_\_."

## *The Practicum Project*

Every MAOM student completes an 8-unit Practicum Project, carried out in two consecutive quarters or over a minimum of six months. This Project offers an opportunity to explore a topic of special interest in depth. Topics are developed and approved in consultation with the Advisor. Group and/or individual guidance is provided by the Practicum Advisor during the process.

Students may combine their Practicum project with one or more independent studies for additional units of credit. Every quarter a Practicum orientation is given for interested students. Under unusual circumstances, a thesis option may be used instead of the practicum. Specifications for preparing the Practicum are provided in "Practicum Guidelines," available at the Practicum Orientation.

## *From Admission to Graduation*

### **Entrance Requirements**

A BA degree from a regionally accredited institution is necessary for admission to the MAOM Program. Entering students should be able to demonstrate basic computer literacy (financial spreadsheets and word processing) and graduate-level writing skills. A course of action to upgrade skills may be determined, if necessary. The program is designed for adult professionals with a broad range of prior managerial experience and expertise.

### **Transfer Credit**

The MAOM Program accepts in transfer up to 9 quarter units of graduate work from other regionally accredited

institutions, if the learning is appropriate as a substitution for MAOM required or elective coursework. Students who transfer in 9 units may reduce the residency requirement by a full quarter, and students who transfer in 4 units may reduce the residency requirement by one-half quarter.

Transfer credit from other institutions must be approved by the end of the first quarter in the MAOM Program. During the first quarter, a student interested in transfer credit should consult the Program Chair. Formal approval is given when the student fills out the Permission to Transfer Units form, obtains the Program Chair's signature, and files the form in the Registrar's Office.

### **BA - MAOM Articulation**

Students who have successfully completed up to 12 units of Antioch Graduate Management Core courses as part of their Antioch BA degree may transfer these units into the MA Program under this agreement. The MA five-quarter residency requirement may also be reduced by one quarter under conditions of this agreement.

### **Second Master's Degree**

Students who have received a Master's Degree from an accredited institution can transfer up to 9 units of credit (one quarter of residency) toward the MAOM degree.

### **Education Abroad Opportunities**

Short (10 day/2 week) education abroad experiences are offered from time to time for students interested in adding a global cultural, business, and economic perspective to their studies. These excursions are undertaken with experienced Antioch faculty and are available for academic credit.

### **Independent Studies**

Up to 8 units of Independent Study may be taken with the consent of a Faculty Advisor.

### **Designing Independent Studies**

MAOM students may choose to include in their individual programs independent studies in areas of special interest. Independent studies may be evaluated by Antioch Core, Adjunct Faculty, or by approved evaluators from outside the University. An independent study sometimes incorporates training, workshops or classes at other institutions. An independent study may also be in an area that the student wishes to pursue in more depth than might be provided in existing courses, or it may include activities that help prepare the students for their Practicum Projects. Independent studies are designed with the help of the Advisor.

## Registering for Independent Study

An MAOM 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 be related to the field of organizational management;
- must be approved by the Advisor; and,
- must 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. Proposals should be submitted to the Advisor prior to registration week for the quarter in which the independent study is to be carried out.

An independent study proposal should include:

- An appropriate title for the learning, with number of units of credit requested;
- A statement of the topic to be examined, and how the topic is relevant to the student's degree;
- Proposed learning activities (e.g., independent readings, participation in conferences or workshops, meetings with evaluator, etc.). All proposed learning activities should be equivalent to graduate-level instruction. While a student may include participation in an experiential workshop or seminar as part of a larger investigation, credit is not granted for seminar or workshop attendance *per se*;
- Graduate-level reading list;
- Method of demonstrating learning (e.g., final paper);
- Proposed evaluator for the learning (with evaluator's resume or statement of qualifications, for evaluators from outside Antioch);
- Proposal should be approximately one page.

## Candidacy and Graduation

The student must formally declare her/his intention to graduate as s/he begins the final quarter of study. In order to graduate as planned:

- The student must submit an (*Application for Graduation*) form (obtained from the Registrar's Office) to the Registrar by the end of the third week of the final quarter of residency and pay the Graduation Fee. The form must be signed by the Registrar, the Fiscal Officer, and the Financial Aid Director (if appropriate).

- The student must make sure that final-quarter evaluations from evaluators outside Antioch (if any) are turned in to the Registrar's Office by the end of the quarter.
- The Practicum Project must be completed with evaluation present in the Registrar's Office by the deadline.

If these steps are completed by the first day of the following quarter, and credit is awarded for all final-quarter work, the student will graduate as planned.

## Weekend college MA Organizational Management

The Master of Arts in Organizational Management degree in the Weekend college is a 60 quarter unit, low residency, on-line program that can be completed in five quarters. This is a full-time program that requires completion of a Bachelor's degree prior to enrollment. The unique, low residency program allows students to interface with faculty and other students in a classroom setting one weekend per month while participating on-line during the weeks between residencies. The course of study consists of thirteen core courses and an 8-unit Master's Project. The curriculum provides fundamental theories and skills that are needed by managers in the 21<sup>st</sup> century to impact the organization's goals and future direction.

## CURRICULUM

OMNW501	Organizational Theory	4 units
OMNW502A	Quantitative Methods	4 units
OMNW503	Managing in a Culturally Diverse Environment	4 units
OMNW504	Ethics, Executive Integrity & Social Responsibility	4 units
OMNW505A	Human Resource Management & Labor Relations	4 units
OMNW506B	Managerial Finance	4 units
OMNW507	Organizational Strategy & Policy Making	4 units
OMNW508B	Applied Organization Research	4 units
OMNW523	Transnational Economics	4 units
OMNW541	Project Management	4 units
OMNW546	Managing Information Systems	4 units
OMNW564	The Learning Organization	4 units
OMNW572	Business Law	4 units

## PRACTICUM PROJECT

OMNW650A	Practicum A	4 units
OMNW650B	Practicum B	4 units

Total Units in Degree 60



# MAOM

## COURSE DESCRIPTIONS

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**OMN501**                    **Organizational  
Theory**  
**4 units**

Foundations for understanding management and organizational behavior are presented in this course. Topics include classical management theories and processes, group behavior and interpersonal influence, managing behavior in the organization, understanding and managing organizational processes and problems.

**OMN502A**                **Quantitative  
Methods**  
**4 units**

This course examines the role of the manager in analyzing and evaluating data. The course focuses on development of quantitative skills and forecasting methods for the business professional. Topics include regression analyses, professional management science skills, use of computers in the collection & analysis of data, and correlation methods.

**OMN503**                **Managing in a  
Culturally Diverse Environment**  
**4 units**

This course emphasizes the role of management in providing an environment for valuing diversity in the workplace. Management of employees from different ethnic and cultural backgrounds, both in international and domestic organizations, is covered in detail. Exercises and simulations provide students with an opportunity to learn practical applications of theory.

**OMN504**                **Ethics, Executive  
Integrity and Social Responsibility**  
**4 units**

This course explores the impact of management decisions, policy making and strategy on society and community. Internal and external environments, ethical dilemmas faced by managers and executives and their impact on the organization are investigated.

**OMN505A**              **Human Resource  
Management and Labor Relations**  
**4 units**

This course provides an overview of the human resources function and its impact on the professional manager. Subject areas include: employee relations, compensation practices, collective bargaining, human resources planning, quality of work life, and affirmative action. Implications of government policies and their impact on public and private sector organizations are highlighted.

**OMN506**              **Managing Budgets  
and Finance**  
**4 units**

This course examines financial management and economics. Topics include financial analysis and forecasting, capital budgeting, financial statements, and principles of economic theory.

**OMN507**              **Organizational  
Strategy and Policy Making**  
**4 units**

This course emphasizes strategic planning and corporate decision making. Methods for formulating and evaluating policies also are covered. Topics include company mission and

strategy, strategic control and evaluation, and implementing strategic planning.

**OMN508B**              **Applied  
Organizational Research**  
**4 units**

This course provides students with an overview of the design and application of a variety of research methods for business related topics. Areas covered include determining appropriate research strategies, sampling and initiating the research, identifying methods for data collection, applying the research, and analyzing and interpreting data.

**OMN523**              **Trans-National  
Economics**  
**4 units**

Beginning with a review of essential concepts in economics, this course focuses on the international nature of contemporary economic practices. Emphasis is on macroeconomics: trade, foreign exchange, debt, immigration, development. Theoretical concepts are applied to specific cases in international relationships.

**OMN530A**              **Consulting and  
Training Facilitation Skills**  
**4 units**

This course is designed to focus on the processes of training and development within the organization both as an external and internal trainer. The course also covers the approaches and skills required in a consulting role, including assessment, marketing, and implementation of training programs. These topics will be presented to the student through the use of role playing and exercises.

- OMN533**                      **Managing Organizational Change**  
4 units
- This course provides students with a survey of principal theories and methodologies of organizational change from the manager's perspective. Relevant aspects of organizational culture, transformation, and organizational development are covered.
- OMN537**                      **Global Human Resource Management**  
4 units
- This course provides an overview of the international component of the personnel/human resource function and examines the cultural environment of international management of human resources. Students participate in a survey of human resources practices demonstrated by an identified international company.
- OMN541**                      **Project Management**  
4 units
- This course examines the techniques for successful project management for the general business manager. The course covers the fundamentals of planning, organizing, and controlling successful projects. The focus is on interpreting and meeting stakeholders' needs, project team development, planning and control techniques, P/M software tools, and special problem management.
- OMN543**                      **Teams: Managing and Participating in the New Workgroup**  
4 units
- As organizations reconfigure themselves, ways of working together change to reflect the new organizational structures. The team approach is now preferred for its flexibility and ability to react to changing business conditions. In this class students will consider the structure and organization of teams, how they operate, what different skills are needed in teams to make them effective, and how managers can understand the roles of team members, including their own.
- OMN546**                      **Managing Information Systems**  
4 units
- This course covers concepts, methodology, and approaches used in the development of business-oriented management information systems. Emphasis is placed on examining the process from problem definition through system development and implementation.
- OMN559**                      **International Marketing**  
4 units
- This course examines the challenges and practices of Marketing with an emphasis on Global Marketing, though many practices can be utilized on a national and local level. Topics include marketing planning, product decisions, pricing, advertising, and distribution, market research, market segmentation and positioning, competitive analysis, strategic partnerships, effects of economic, social/cultural and legal/regulatory environments on marketing decisions, management of the marketing effort. The course includes case studies.
- OMN560**                      **Web Page Design**  
4 units
- Software programs are available on the market today that help one create Web pages without learning HTML. They are, however, often limited in features and do not teach one how to construct a page that is visually pleasing and effective. In this course students will learn how to construct Web pages using text, images, and sound to convey an attractive message. It is recommended that participating students be comfortable using web browsers and basic word processing software.
- OMN561**                      **Professional Writing**  
4 units
- This course is designed to help the student increase skills in a variety of writing applications. Attention is given to mastering critical elements of style, conciseness, logic, clarity, structure, grammar and citing references.
- OMN561B**                      **Elements of Personal Finance and Investment**  
2 units
- This course addresses such topics as personal income tax, retirement planning, budgeting, insurance coverage and web-based investment research. An overview of the current economic environment will provide a context for personal decisions around financial issues. Students will apply course learning to class projects both in and outside of class. Prior participation in OMN506, Managing Budgets and Finance, is recommended but not required.
- OMN564**                      **The Learning Organization**  
4 units
- In the long run the only sustainable source of competitive advantage is an organization's ability to learn faster than its competition. This course examines how a business entity can create desired results while nurturing an environment where people are continually learning how to learn. The course examines how leading edge companies operate using systems theory and how it relates to personal mastery, mental models, building shared vision, and team learning.
- OMN566**                      **Export Management**  
4 units
- This course, offered in conjunction with the Export Small Business Development Center Program, is designed to provide students with skills necessary to launch an export-based business or product. Students will learn the actual tools and skills necessary to successfully export a product from innovation to sale. Upon completion of the course, students will receive an export certificate issued by the Export Manager's Association of California.
- OMN572**                      **Business Law**  
4 units
- This course offers an overview of the legal issues most commonly encountered in the running of a business. It introduces the student to the laws that regulate and govern general business practices.

**OMN573 Impact Presentation  
Technique/Computer Technology  
4 units**

This course teaches students how to produce effective computer-assisted business presentations incorporating multimedia. Multimedia components include video clips, sound clips, special effects, animation, charts (organizational, data, and 3-D), morphing, pictures (from clip art to fine art), slide builds and transitions, word art, character maps, notes, and handout sheets. Multiprogram elements include Object Linking and Embedding (OLE), branching, and binding.

**OMN578 Explorations in Social  
Responsibility  
4 units**

The course explores the major issues within contemporary society through a facilitated discussion group. The course will focus on selected issues within the fields of mass media, medicine, and business. An attorney, medical doctor, and media/communications specialist currently practicing in each specific field of study will facilitate sections of the course. Emphasis will be on interactive group dialogue on the process of socially responsible reasoning and decision making through examining the contemporary issues in each field.

**OMN580 Electronic  
Commerce  
4 units**

The Internet has forced momentous changes on worldwide business communities, creating a tornado with which many companies (of all sizes) must cope in order to survive. The objective of this course is to provide students with the basic knowledge of how to use the Internet to meet their present and future business needs. The course will highlight various aspects of the e-commerce sector: economic, legal, technical, fiscal, and international.

**OMN580I Managing Conflict  
in the Workplace  
4 units**

Conflict management is a necessary part of every employee's portfolio of skills. Managers, in particular, must have the necessary skills to help staff members handle conflict, but in increasingly flat organizations, every employee becomes responsible for managing his or her own conflicts. Effectively managed conflicts can result in clearer group communications, new ideas and better working relationships. The communication skills most effective in building trust, surfacing hidden issues, and coming to resolution come from the process of mediation.

**OMN580K Executive Team  
Development  
2 units**

This course includes class meetings combined with a team development seminar held in a weekend outdoor seminar setting. The formal class meeting is designed to prepare students for the outdoor activity and covers basic team-building skills and strategies. The outdoor experience is facilitated by a skilled outdoor trainer. Students experience samples of team development activities designed to provide insight into the use of nontraditional tools available for development of teams that could be used by Human Resource professionals and organizational development consultants and trainers.

**OMN590B Study Abroad  
4 units**

This is an education abroad experience, with academic credit awarded for the journey and associated study. The study tour includes instructive visits to historic and cultural sites, lectures on topics related to management and economics, and tours of local business firms. Trips are offered during the quarter break, usually in September, and last ten days to two weeks, depending on the destination and itinerary.

**OMN611 Independent Study  
1 - 8 units**

Students may design an independent study in an area of interest with the approval of an Advisor and the Program Chair.

**OMN620A Executive  
Mentorship  
1 - 6 units**

The executive mentorship program provides an opportunity for graduate students to build a professional relationship with the local business community by integrating student learning with hands-on business problems. Arrangements for participation, requirements, and learning expectations are worked out on an individual basis with an Advisor.

**OMN650A,B Practicum Project  
8 units**

This is a 2 Quarter study project designed as a cap-stone experience for the MAOM degree. Completion of this individualized study qualifies the student for receipt of the degree.



# MASTER OF ARTS IN CLINICAL PSYCHOLOGY

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## MASTER OF ARTS IN PSYCHOLOGY

Antioch University Santa Barbara offers two degree programs in psychology: the MA Clinical Psychology Program and the MA Psychology-Individualized Concentration.

The MA Clinical Psychology program provides education and training in the theory and practice of psychotherapy. The program is designed to prepare students who want to be professionally licensed to offer direct services to clients. The degree program meets the educational and training requirements for licensure in the state of California as a Marriage and Family Therapist.

The MA Psychology program is designed for students interested in developing expertise in a non-clinical area of psychology and who do not anticipate seeking licensure as a Marriage and Family Therapist. The program is appropriate for students interested in pursuing professional careers in consulting, education, program development, business and government, as well as for students who want to acquire a background in psychology in order to apply to doctoral degree programs.

## MASTER OF ARTS IN CLINICAL PSYCHOLOGY

### GENERAL DESCRIPTION OF THE PROGRAM

This is a time of transformation in the health care field. Community healthcare is less affordable within the medical system, and managed care is becoming the norm. As a result, families and individuals find their access to psychological service resources increasingly limited. Other changes that are impacting the traditional health care system are the shifting demographics of American society and the consideration and use of alternative approaches to healthy human functioning.

The MA Clinical Psychology (MACP) program is attuned to the social conditions of professional psychotherapy practice. The program has been designed to educate and train professionals in the traditions of theory and practice, while remaining responsive to social change. The central goals of the program are to help students become knowledgeable of current psychotherapeutic practices, to develop an appreciation for human diversity and acquire culturally responsive clinical skills, to increase their capacity for critical thinking, to enhance their self-awareness, and to recognize the need for lifelong learning. Broad-based in orientation and pragmatic in spirit, the program blends classroom experience with the opportunity for clinical training in community settings.

The MACP program is designed for the working adult who wants to complete a degree on a full-time or half-time basis. Classes are offered in three-hour blocks in the daytime and evenings year-round, permitting students who follow the recommended schedule to complete the program after 18 months of full-time study. Study options available for adults with work and family responsibilities, include half-time study (with degree completion in three years), evening classes, and a one-day-a-week schedule. All options require attendance at some Saturday classes.

The MACP program meets the educational and training requirements for licensure as a Marriage and Family Therapist (MFT) in the state of California. Students interested in pursuing licensure in other states should carefully check the requirements of that jurisdiction.

### PROGRAM DEGREE REQUIREMENTS

The Master's Degree in Clinical Psychology is a 72-unit degree. To complete the degree a student must meet both a unit requirement and a residency requirement. Residency

is defined as the number of quarters of study for which a student must be enrolled. In the MACP program students must be enrolled for a minimum of seventy-two units and six full-time quarters, or 12 half-time quarters, or the equivalent. A full-time quarter consists of 8-15 units and a half-time quarter consists of 4-6 units. Some students choose to take in excess of 12 units each quarter and so may complete the 60-72 required units for the degree before they complete the residency requirement. Nonetheless, all required quarters of residency must be completed for graduation. Students are encouraged to distribute their learning over time in order to allow plenty of time and energy for each learning activity. There are no exceptions to this policy.

The student must also complete the degree within five calendar years of the first admission (unless the student withdraws and subsequently re-enters, in which case the degree must be finished within five years of the second entry into the program). *Incorrigible / Delete per C.R.B.*

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. Residency may be reduced by a half-quarter for students able to transfer 4-7 units of graduate credit and a full quarter for students able to transfer 8 or 9 units of graduate credit. To apply for transfer credit, obtain the *Permission to Transfer Units Form* from the Registrar's Office.

## MA CLINICAL PSYCHOLOGY CURRICULUM

TOTAL UNITS REQUIRED = 72

### Required Core Courses (66 units)

PSC501A	Theories of Psychotherapy in Context	(3)
PSC502	Feminist Theories in Psychology	(3)
PSC503	Methods of Inquiry	(3)
PSC504A	Life Span Human Development	(3)
PSC505A	Multicultural Awareness	(3)
PSC505	Clinical Skills in the Multicultural Context	(2)
PSC506	Biopsychosocial Approaches to Diagnosis and Treatment	(4)
PSC507A	Theory and Application of Family Therapy	(3)
PSC507	Clinical Skills with Families and Couples	(2)
PSC508	Psychological Assessment	(3)
PSC520A	Clinical Skills I: The Psychotherapeutic Relationship	(3)
PSC520B	Clinical Skills II: The Psychotherapeutic Process	(3)
PSC520C	The Process of Group Psychotherapy	(3)
PSC521	Professional Seminar: Integrating Clinical Skills	(3)
PSC530	Psychotherapy with Children and Adolescents	(3)
PSC531A	Intimate Relationships	(3)

PSC537A	Human Sexuality	(1)
PSC538B	Professional Ethics and the Law	(3)
PSC545	Substance Abuse: Prevention and Treatment	(2)
PSC550	Domestic Violence: Prevention and Treatment	(1)
PSC600	Applied Psychotherapeutic Techniques of Marriage and Family Therapy	(12)

### Elective Courses (6 or more units)

Each quarter the program offers a changing menu of special topic electives or advanced study courses in the area of theories of psychotherapy, clinical skills, human development, new therapeutic approaches, and special populations or work settings. Students may select courses to meet a particular interest, develop a specialty, or as part of an additional concentration.

### Personal Psychotherapy Requirement

Graduate students in the MACP program are also required to complete 25 hours of individual, couples, or family therapy, or 50 hours of group therapy during the course of the program. This requirement must be met by seeing a licensed Marriage and Family Therapist, a licensed Clinical Social Worker, a licensed Psychologist, or a Board Certified psychiatrist. All therapists must be licensed to practice in California. A completed Psychotherapy Documentation form is filed with the Registrar to verify completion of the personal psychotherapy requirement. Psychotherapy hours earned prior to beginning the program are not eligible for meeting this requirement.

### Dual Relationships in Psychology

A dual relationship refers to any relationship that has potential for harm because one person has the power to exploit the other. Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past. It is acceptable, however, to enter therapy at a later time with someone who was formerly the student's instructor, even if that person is an Adjunct faculty member. In this case the student should not take subsequent courses from that instructor. Students may never enter therapy with a member of the Core faculty. More information on the Dual Relations Policy of Antioch Southern California can be found in the Student Life section of this catalog.

## Independent Study

A student may apply to do an Independent Study (PSC611) 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 if the student petitions for an exception to a policy. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study. Examples of such courses are PSC505A Multicultural Awareness; PSC508 Psychological Assessment; PSC520A and B Clinical Skills I and II; PSC520C The Process of Group Psychotherapy; and PSC521 Professional Seminar. Courses in which the Board of Behavioral Sciences requires specific face-to-face contact hours such as PSC537A Human Sexuality and PSC545 Substance Abuse may never be taken as Independent Study courses.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Advisor and require Advisor approval prior to registration. To register for an Independent Study, the *Application for the Independent Study* is completed and given to the Advisor. The student and Advisor then 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 of study. Guidelines for completing the *Application for the Independent Study* form are on the reverse side of the form.

## Experimental Learning and Confidentiality in the Classroom

Experiential learning is a model of teaching and learning that recognizes students and faculty bring a wealth of life experience into the classroom. We ask that students bring their intelligence, emotional lives, previously developed skills and talents, and life experience with them to class, and to be teachers as well as learners. Experiential learning is both risky and exhilarating. 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.

## Year at a Glance

The MACP program courses are scheduled to allow students to complete the degree requirements in six consecutive full-time quarters, twelve consecutive half-time quarters, or their equivalent. However, because every

class is not offered each quarter, it is important for students to pay careful attention to the scheduling of required core courses. Students receive a recommended schedule during their orientation to the program to assist them in planning their schedules. If students do not follow the recommended schedule, they may not be able to graduate within the projected time period. Although students may change their status from half-time to full time study or vice versa, doing so may delay graduation if required core courses are not offered to accommodate this change.

## M.A. Psychology Year at a glance

# BOARD OF BEHAVIORAL SCIENCES EDUCATIONAL REQUIREMENTS

Antioch University's MA Clinical Psychology program meets the educational requirements for Marriage and Family Therapist licensure by the California Board of Behavioral Sciences (BBS). BBS regulations specify the coursework and professional training experience that must be completed within a 72-unit degree. Students may not graduate with a degree in Clinical Psychology from Antioch University unless they meet the BBS curriculum and training requirements. All requirements will be met if students follow the recommended schedule.

Course #	Title	Units	SU	FA	WN	SP
PSC501A	Theories of Psychotherapy in Context	3		▲		▲
PSC502	Feminist Theories in Psychology	3				▲
PSC503	Methods of Inquiry	3		▲		▲
PSC504A	Life Span Human Development	3			▲	
PSC505A	Multicultural Awareness	3		▲		
PSC505	Clinical Skills In The Multicultural Context	2	▲			▲
PSC506	Biopsychosocial Approaches to Diagnosis & Treatment *	4	▲			
PSC507A	Theory & Application Family Therapy	3		▲		
PSC507	Clinical Skills with Families and Couples	2			▲	
PSC508	Psychological Assessment	3				▲
PSC520A	Clinical Skills I: Psychotherapeutic Relationship	3			▲	
PSC520B	Clinical Skills II: Psychotherapeutic Process	3	▲			
PSC520C	The Process of Group Psychotherapy	3				▲
PSC521	Professional Seminar: Integrating Clinical Skills	3			▲	
PSC530	Psychotherapy with Children and Adolescents	3		▲		
PSC531A	Intimate Relationships	3			▲	
PSC537A	Human Sexuality	1		▲		▲
PSC538B	Professional Ethics & the Law	3			▲	
PSC545	Substance Abuse: Prevention & Treatment	2	▲	▲		
PSC550	Domestic Violence: Prevention & Treatment	1	▲		▲	

## THE CLINICAL TRAINEESHIP

Clinical traineeships provide students with the opportunity to apply skills learned in the classroom to clients in community settings. The clinical traineeship is a 12-unit learning activity consisting of approximately 400 hours of supervised experience in a non-profit, government, educational, health care or rehabilitation setting. The MACP program maintains relationships with more than 50 practicum placements, serving a variety of populations in the tri-county area (Ventura, Santa Barbara, and San Luis Obispo) that are approved as traineeship sites.

To be eligible for traineeship, students must complete the following pre-requisites:

- 18 or more course units
- 538B Legal and Ethical Issues
- 520A Clinical Skills I, and
- either PSC501A Theories of Psychotherapy or PSC504A Life-Span Human Development.

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 Handbook. This handbook is updated yearly and distributed to all MACP students. It is also recommended that students contact the BBS for a copy of the licensing regulations.

### The Traineeship Application Process and Documentation

Students should check the recommended schedule received at orientation for the quarter they may begin their traineeships. Prior to this quarter, students will participate in a traineeship orientation meeting. This is also the time to examine Antioch-approved sites, call for an application or interview, and if accepted, make the selection of an initial training site.

Upon acceptance, it is important that the Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement constitutes 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 AUSB Traineeship Coordinator all sign this document. The original Agreement is kept in the student's permanent file and copies are distributed to all signers. A Traineeship Syllabus must be completed by Week Two of every quarter. The syllabus includes a list of the learning goals set by the student and her/his supervisor and the proposed training activities for each 13-week period. At the end of thirteen weeks the supervisor completes an Evaluator Learning Assessment detailing the student's progress towards her/

his learning goals for that traineeship quarter. Students receive academic credit based upon hours worked. Hours are maintained by the student for future presentation to the BBS at the time of the application for 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. To ensure coverage is held by each student, the university purchases a blanket policy and students are assessed a fee that represents a portion of the cost. Proof of this coverage is requested by many sites and will be given to each student at the time of payment.

### Registering for Clinical Traineeship

To register for traineeship, students list PSC600- Applied Psychotherapeutic Techniques of Marriage and Family Therapy, on their registration card. Section 1 is the first traineeship site, section 2 is a second site, section 3 is the third, and etc. For each 33 hours of anticipated work to be completed in a 13-week quarter, students may earn 1 unit of academic credit for that quarter. Credit for traineeship is awarded at the end of each quarter after the Evaluator Learning Assessment is received. Hours of experience are listed on the form and verified by the Supervisor. Credit is limited to five units per quarter per site. The student is responsible for making sure the completed evaluations reach the Traineeship Coordinator by the beginning of the next quarter. Failure to submit evaluation within one quarter will result in a loss of units.

There may be times when a student wishes to document clinical training hours to be counted towards licensure as an MFT when they are not enrolled in PSC600 for credit. Hours of clinical training may only be accumulated while actively enrolled, either by registering for PSC600 or by registering for Enrollment Maintenance Status. Students may not call themselves Trainees, nor may hours of experience be accumulated, while on a Leave of Absence from the program. In this case the student registers for PSC600 for zero units. Details on the traineeship registration policy may be found in the AUSB Traineeship Handbook.

## MASTERS PROJECT

(optional for MACP students)

Students in the Master's in Clinical Psychology program may elect to complete a thesis project. The Master's Project is an opportunity to explore a topic of special interest in-depth and to develop a product that can be taken away as part of the degree. The Project is a practical application of a student's learning, such as a handbook, a curriculum, a training program, a plan for doctoral level research, or some other application. The Masters Project is a six-unit elective for students enrolled in the MACP program. Credit for

the Masters Project must be earned in addition to the 72 units required to graduate from the program. Because a Master's Project involves ongoing study and effort, students are encouraged to make a decision to pursue the Project by the beginning of the third full-time quarter.

### Professional Writing for the Master's Project

The design for the Master's Project is developed in the Professional Writing course. Students are encouraged to enroll in the course on Professional Writing PSI659A.

Offered every quarter for at least three quarters, the course teaches students to access psychological research and references; to read, summarize and review the psychology literature; and to write a comprehensive and critical review of the published works in the area of concentration. The course serves as an integrated seminar in which students share their ideas for the Master's Project, and prepare and critique Independent Study papers and Master's Project proposals of their own and of fellow students.

### Masters Project Proposal

The proposal for the Masters Project consists of a plan of study that includes:

- (1) working title
- (2) introduction and problem statement
- (3) brief review of the literature
- (4) action plan for project development
- (5) proposed Committee members.

### Masters Project Committee

The Master's Project Committee has at least two members who are responsible for the reading and approval of the final work. The Committee consists of a member of the Core Faculty and an external evaluator with expertise in the topic. A member of the Core Faculty is usually the Chair of the Committee. The external evaluator is most often a member of the faculty community, either Core Faculty or Adjunct faculty. The student may recommend members of the Master's Project Committee to her or his Advisor for approval. Any external evaluator, who is not on the faculty, must be approved by the Advisor. The Committee meets early in the process to review the student's Proposal and to provide guidance in the research process.

The Committee is created in order to review the student's learning, and to move the student through the process in a timely manner. In order to accomplish these tasks, the student is encouraged to submit work-in-progress reports to Committee members frequently for feedback. It is possible to receive an Incomplete or a No-Credit evaluation if the work is not acceptable to any member of the Committee.

### Research With Human Subjects

When human subjects are the focus of research or application, the Masters Project Proposal 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 Committee Chair for information on the Human Subjects Committee Review process.

## MASTER OF ARTS IN PSYCHOLOGY

### General Description of the Program

The MA Psychology program (MAP) enables students to develop expertise in a specific area of interest within the field of psychology. The MAP is not a clinical degree program. Consequently graduates are not license-eligible as Marriage and Family Therapists in the State of California or other states. The MAP program retains Antioch's values of social justice and social change, and encourages students to develop skills in psychology in order to improve the lives of individuals and communities.

Students in the MAP program gain expertise in an area of concentration. Currently, there are three defined concentrations that may be selected as an area of specialization for the degree: 1) Family and Child Studies, 2) Organizational Psychology, and 3) Professional Development and Career Counseling (PDCC). Specific details about these concentrations are found later in this section. Within these concentrations, a student works with an Advisor to further individualize his or her area of concentration.

### Degree Requirements

The MA in Psychology program helps students to develop both breadth and depth of knowledge in the area of concentration. All MAP students take required psychology courses that provide a basic foundation in psychology.

Each concentration has unique degree requirements in terms of total units and quarters of residency. The residency requirement is defined as the number of quarters of study for which a student must be enrolled. To graduate with a concentration in **Professional Development and Career Counseling**, a student must be enrolled for a minimum of seventy-two units and six full-time quarters, 12 half-time quarters, or the equivalent. To complete a concentration in **Organizational Psychology** or **Child and Family**

**Studies**, a student must be enrolled for a minimum of sixty units and five full-time quarters, 10 half-time quarters, or the equivalent. A full-time quarter consists of 8-15 units and a half-time quarter consists of 4-6 units.

Both the minimum unit requirement and the residency requirement must be met for graduation. Some students choose to take in excess of 12 units each quarter and so may complete the 60-72 required units for the degree before they complete the residency requirement. Nonetheless, all required quarters of residency must be completed for graduation. Students are encouraged to distribute their learning over time in order to allow plenty of time and energy for each learning activity. There are no exceptions to this policy.

The student must also complete the degree within five calendar years of the first admission (unless the student withdraws and subsequently re-enters, in which case the degree must be finished within five years of the second entry into the program).

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. Residency may be reduced by a half-quarter for students able to transfer 4-7 units of graduate credit and a full quarter for students able to transfer 8 or 9 units of graduate credit. To apply for transfer credit, obtain the *Permission to Transfer Units Form* from the Registrar's Office.

## CURRICULUM

All concentrations have both required and elective courses. Coursework for the area of concentration may be obtained from the following sources:

- the MA Psychology curriculum
- the MA Organizational Management curriculum
- the BA curriculum (with *Application for Graduate Study in an Undergraduate Course*)
- the curriculum at another Antioch University campus (Los Angeles, Seattle, Keene, NH, Yellow Springs OH);
- courses at other accredited educational institutions (a maximum of 9 transfer units can be accepted);
- Independent Study; and/or
- non-clinical practicum.

During the first quarter, students meet with the Advisor to map out a plan of study for their program. In subsequent quarters, the Advisor continues to monitor the student's academic progress, and to advise students on course selection, Independent Studies, non-clinical practica, distance-learning plans, and the Master's Project.

### Independent Study

A student may apply to do an Independent Study (PSI611). As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances if the student petitions for an exception to a policy. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study. Examples include PSC505A Multicultural Awareness; PSC505 Clinical Skills in the Multicultural Context, PSC508 Psychological Assessment; PSC520A Clinical Skills I; PSC520C The Process of Group Psychotherapy; PSC537A Human Sexuality; and PSC545 Substance Abuse. More generally students use Independent Study courses to focus on special interests in their area of concentration.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Advisor and require Advisor approval prior to registration. To register for an Independent Study, the *Application for the Independent Study* is completed and given to the Advisor. The student and advisor then 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 of study. Guidelines for completing the *Application for the Independent Study* form are on the reverse side of the form.

### The Master's Project

Students in the **Child and Family Studies** and **Organizational Psychology** concentrations may elect to complete the Master's Project. The Master's Project is an opportunity to explore a topic of special interest in-depth and to develop a product that can be taken away as part of the degree. The Project is a practical application of a student's learning, such as a handbook, a curriculum, a training program, a plan for doctoral level research, or some other application. The design for the Master's Project is developed in the Professional Writing course, a course required by all students in the MAP program. In this course, students identify a problem or area of interest and review the professional literature in relevant areas. The Master's Project takes this work one step further, so that students design an intervention or application and critically evaluate possible outcomes to the intervention. Because a Master's Project involves ongoing study and effort, students are encouraged to make a decision to pursue the Project by the beginning of the third full-time quarter.

## **Professional Writing for the Master's Project**

The Professional Writing course is an integral part of the student's curriculum. Offered every quarter for at least three quarters, the course teaches students to access psychological research and references; to read, summarize and review the psychology literature; and to write a comprehensive and critical review of the published works in the area of concentration. The course serves as an integrated seminar in which students share their ideas for the Master's Project, and prepare and critique Independent Study papers and Master's Project proposals of their own and of fellow students.

## **Masters Project Committee**

The Master's Project Committee has at least two members who are responsible for the reading and approval of the final work. The Committee consists of a member of the Core Faculty and an external evaluator with expertise in the topic. A member of the Core Faculty is usually the Chair of the Committee. The external evaluator is most often a member of the faculty community, either Core Faculty or Adjunct faculty. The student may recommend members of the Master's Project Committee to her or his Advisor for approval. Any external evaluator who is not on the faculty must be approved by the Advisor. The Committee meets early in the process to review the student's Proposal and to provide guidance in the research process.

The Committee is created in order to review the student's learning, and to move the student through the process in a timely manner. In order to accomplish these tasks, the student is encouraged to submit work-in-progress reports to Committee members frequently for feedback. It is possible to receive an Incomplete or a No-Credit evaluation if the work is not acceptable to any member of the Committee.

## **Research With Human Subjects**

When human subjects are the focus of research, the Master's Project Proposal 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 Committee Chair for information on the Human Subjects Committee Review process.

## **Practicum In The Master Of Arts In Psychology Programs**

The Practicum is an opportunity for students to receive relevant experience in the area of concentration. In the Professional Development and Career Counseling concentration, PSI510 Career Counseling Practicum is a required learning activity. In the Organizational

Psychology and Family and Child Studies concentrations, students may elect to receive up to 4 units of credit for applied community experience. Faculty Advisors may assist students in locating practicum opportunities, however it is the responsibility of the student to locate and apply to appropriate community settings. Students may choose between the Master's Project and the Practicum. Some students may be eligible to receive credit for both activities.

## **Dual Relationships in Psychology**

Dual relationship refers to any relationship that makes evaluation of the student difficult or compromised. Often this is due to a relationship where one person has the power to exploit the other. Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past. It is acceptable, however, to enter therapy at a later time with someone who was formerly the student's instructor, even if that person is an Adjunct faculty member. In this case, the student should take no subsequent classes with this instructor. Students may never enter therapy with a member of the Core faculty. More information on the Dual Relations Policy of Antioch Southern California can be found in the Student Life section of this catalog.

## **Confidentiality in the Classroom**

Experiential learning is a model of teaching and learning that recognizes that students and faculty bring a wealth of life experience into the classroom. We ask students to bring their intelligence, emotions, previously developed skills and talents, and life experience with them to class, and to be teachers as well as learners. Experiential learning is both risky and exhilarating. 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.

## *MASTER OF ARTS IN PSYCHOLOGY CONCENTRATION IN FAMILY AND CHILD STUDIES*

In contemporary society, we find ourselves confronting a range of social problems — large numbers of children experiencing divorce and living in single parent homes, drug and alcohol abuse, and violence in the home, schools and workplace. As a result, greater concern is being focused on programs that intervene with children, youth and the family. The Family and Child Studies Concentration is designed for students who want to gain expertise within the broad area of interpersonal relationships within a family context. Students may find careers that involve working with children, adolescents, adults, seniors, couples and families using psycho-educational, consultative, teaching, training, and program development approaches.

The concentration offers students a foundation in lifespan human development, family systems theories, the diversity of human experience, and family issues such as domestic violence and substance abuse. Students further focus their studies through electives, Independent Studies and the Master's Project or the Practicum. For example, the concentration may be individualized by focusing on issues such as divorce, conflict mediation, marriage, domestic violence, at-risk youth, or employee assistance.

### **Degree Requirements**

The concentration in Family and Child Studies is a 60 unit program. Students wishing to graduate from this concentration complete the following requirements:

#### **Required Courses (37-39 units)**

PSC501A	Theories of Psychotherapy in Context	(3)
PSC502	Feminist Theories in Psychology	(3)
PSC503	Methods of Inquiry	(3)
PSC504A	Life Span Human Development	(3)
PSC505A	Multicultural Awareness: Self, Culture and Context	(3)
PSI551	Applied Social Psychology	(3)
PSC507A	Theory and Application of Family Therapy	(3)
PSC531A	Intimate Relationships	(3)
PSC537A	Human Sexuality	(1)
PSC545	Substance Abuse: Prevention and Treatment	(2)
PSC550	Domestic Violence: Prevention and Treatment	(1)
PSI552	Adult Development	(3)
PSI659A	Professional Writing	(4)
PSI650	Practicum in Child and Family Studies	(2-4) or
PSC660	Master's Project	(2-4)

#### **Elective Courses (21-23 units)**

PSC506	Biopsychosocial Approaches to Diagnosis and Treatment	(4)
PSC508	Psychological Assessment: Evaluating Individuals and Systems in Context	(3)
PSC520A	Clinical Skills I: The Psychotherapeutic Relationship	(3)
PSC520C	The Process of Group Psychotherapy	(3)
PSC530	Psychotherapy with Children and Adolescents	(3)
PSC563H	Designing Experiential Learning Workshops	(1)
PSI611	Independent Study	

Other electives may be selected from a changing menu of Special Topics courses offered in Psychology. Recent offerings have included: Eating Disorders, Issues of Grieving and Dying, Motivational Interviewing, Working with Sexual Assault, Parenting Skills, and Anger Management.

### *The Master's Project*

In the area of Family and Child Studies, students are encouraged to develop socially relevant and marketable products as part of the Master's Project. By reviewing the relevant theory and research literature in the area of concentration, students become experts in their field. This foundation also provides the conceptual background for project development. Examples of past Master's Projects include the design of training or educational programs to assist children's adjustment to divorce, to enrich marital and family relationships, to establish protocols for meditation training for seniors, and psycho-educational programs for at-risk youth.

## *MASTER OF ARTS IN PSYCHOLOGY CONCENTRATION IN ORGANIZATIONAL PSYCHOLOGY*

Organizations are increasingly recognizing that it is in their economic interests to support employees in the workplace. Organizational Psychology is interested in any aspect of work that affects employees such as employee and organizational health, organizational change strategies, group dynamics, life and organizational transitions, employee performance and organizational climate.

The MAP Concentration in Organizational Psychology provides an opportunity for graduate students to develop their expertise in interpersonal or organizational behavior in the workplace. Students take core courses in the MA Psychology program (MAP) and the MA in Organizational

Management (MAOM) program. The Organizational Psychology curriculum provides a foundation for understanding individual and group processes within the context of organizational systems and practices. The core courses in MAOM provide psychology students with an understanding of the language, structures, and functions of business and organizations. Students further focus their studies through electives in psychology and organizational management, Independent Studies, and the Master's Project or the Practicum. Coaching, conflict mediation, human resources management, employee assistance, leadership, diversity in the workplace, organizational consulting, human resources management, and managing non-profit organizations are all examples of how the concentration may be focused.

### Degree Requirements

The concentration in Organizational Psychology is a 60 unit program. Students wishing to graduate from this concentration complete the following requirements:

#### Required courses (37-39 units)

PSI521	Organizational Psychology	(3)
PSI551	Applied Social Psychology	(3)
PSI552	Adult Development	(3)
PSC502	Feminist Theories in Psychology	(3)
PSC505	Multicultural Awareness	(3)
OMN501	Organizational Theory	(4)
OMN505A	Human Resource Management	(4)
OMN508B	Applied Organizational Research	(4)
OMN504	Ethics and Social Responsibility	(4) or
OMN578	Explorations in Social Responsibility	(4)
PSI659(A)	Professional Writing	(4)
PSI650	Practicum in Organizational Psychology	(2-4) or
PSI660	Master's Project	(2-4)

#### Elective courses (21-23 units)

PSC508	Psychological Assessment	(3)
PSC520A	Clinical Skills I	(3)
PSC545	Substance Abuse	(2)
PSC550	Domestic Violence	(1)
PSC563H	Designing Experiential Learning Workshops	(1)
OMN506	Managing Budgets and Finance	(4)
OMN507	Organizational Strategy and Policy Making	(4)
OMN530	Training and Group Facilitation Skills	(4)
OMN533	Managing Organizational Change	(4)
OMN536	Consultation and Facilitation Skills	(4)
OMN580I	Managing Conflict in the Workplace	(4)
PSI501	Career Development Theory	(3)
PSI502	Assessment in Professional Dev. And Career Counseling	(3)
PSI504	Career Counseling in the Community	(3)
PSI506	Job Search Skills	(2)
PSI611	Independent Study	(2)

PSI650	Practicum in Organizational Psychology	(2-4)
MGT379Z	Grant Development	(1)
PSY345	Community Psychology and Social Change	(3)
SSA360A	Fundraising	(1)

Other electives may be selected from a changing menu of Special Topics courses in Psychology, Professional Development and Career Counseling, and Organizational Management. Recent examples of such courses include: Understanding the World of Work, Coaching Systems Towards Success, Conflict Mediation, Right Livelihood: Work for the Good of All, and Employee Health and Assistance Programs.

### Master's Project

In the area of Organizational Psychology, students have developed socially relevant and marketable products as part of the Master's Project. By reviewing the relevant theory and research literature in the area of concentration, students become experts in their field. This foundation also provides the conceptual background for project development. Examples of past Master's Projects include designing training programs to improve the interpersonal and leadership skills of managers, developing a stress management program for employees in high burn-out occupations, developing a workshop on recruiting and retaining employees, or helping employees cope with the transition to an international business environment.

## *MASTER OF ARTS IN PSYCHOLOGY CONCENTRATION IN PROFESSIONAL DEVELOPMENT AND CAREER COUNSELING*

The concentration in Professional Development and Career Counseling is designed for persons who want to assist clients in making sound career decisions whether they are getting started in the world of work, are changing jobs or are developing an on-going career path. Career counselors work with high school and college students, career changers, vocational rehabilitation clients, retirees, and unemployed person to assist them in obtaining a work situation that is highly satisfactory.

## Degree Requirements

The PDCC concentration is a 72 unit program (pending approval of the BPPVE) with a core curriculum of career counseling and psychology courses. The PDCC concentration does not require a Master's Project, however students must complete a practicum placement in which they learn professional development and counseling skills under the supervision of an experienced career counselor. The following coursework is required for students wishing to graduate with a concentration in Professional Development and Career Counseling:

### Required Courses (55 units)

PSC501A	Theories of Psychotherapy in Context	(3)
PSC502	Feminist Theories in Psychology	(3)
PSC503	Methods of Inquiry	(3)
PSI552	Adult Development	(3)
PSC505A	Multicultural Awareness	(3)
PSC506	Biopsychosocial Approaches to Diagnosis & Treatment	(4)
PSC520A	Clinical Skills I	(3)
PSC520C	The Process of Group Psychotherapy	(3)
PSC545	Substance Abuse	(2)
PSI501	Career Development Theory	(3)
PSI502	Assessment in Professional Development and Career Counseling	(3)
PSI503	Intervention Skills in Career Counseling	(3)
PSI504	Career Counseling in the Community	(3)
PSI505	Legal and ethical Issues in Career Counseling	(1)
PSI506	Job Search Skills	(2)
PSI507	On-line Resources for Career Counseling	(1)
PSI510	Career Counseling Practicum	(12)

### Elective Courses

PSC507A	Theory and Application of Family Therapy	(3)
PSC508	Psychological Assessment	(3)
PSI521	Organizational Psychology	(3)
PSC530	Psychotherapy with Children and Adolescents	(3)
PSC537A	Human Sexuality	(1)
PSC550	Domestic Violence: Prevention & Treatment	(1)
PSI551	Applied Social Psychology	(3)
PSC563H	Designing Experiential Learning Workshops	(1)
OMN501	Organizational Theory	(4)
OMN503	Managing in a Culturally Diverse Environment	(4)
OMN505A	Human Resources	(4)
OMN530A	Training and Group Facilitation Skills	(4)
OMN533	Managing Organizational Change	(4)
OMN536	Consultation Skills	(4)
OMN560	Web Page Design	(4)

OMN560B	Corporate Culture	(1)
OMN564	The Learning Organization	(4)
OMN580K	Executive Team Development	(2)
OMN580I	Managing Conflict in the Workplace	(4)

Other elective courses may be selected from a changing menu of Special Topics courses in Psychology, Professional Development and Career Counseling, and Organizational Management. Recent examples of such courses include: An Integrated Model of Career Counseling, Understanding the World of Work, Webpage Design, Conflict Mediation, and Right Livelihood: Work for the Good of All.

## CAREER COUNSELING PRACTICUM

The purpose of the PDCC practicum is for students to develop skills in the area of career counseling. Sites offer a variety of experiences such as: career assessment, resume writing, job-seeking skills, interview skills, teaching career courses, using computer searches for information, setting up & coordinating internships, organizing and coordinating employment recruitment opportunities, case management, career-related program development, implementation, and training.

Examples of the types of sites acceptable as practicum placements include the following:

- University/college career counseling centers
- High school career centers & school-to-career programs
- Employee Development Services in Businesses
- Career Development Services in Professional Schools
- Employment Development Offices in the Community
- Vocational Rehabilitation Services
- Welfare-to-Work programs
- Career programs in social service agencies
- Private practice

Course #	Title	Units	SU	FA	WN	SP
PSI501	Career Development Theory	3				▲
PSI502	Assessment in PDCC	3	▲			
PSI503	Intervention in PDCC	3		▲		
PSI504	Career Counseling in the Community	3			▲	
PSI505	Legal and Ethical Issues for Career Counselors	1				▲
PSI506	Job Search Skills	2				▲
PSI507	Online Resources for Career Counselors	1	▲			

# MAP COURSE DESCRIPTIONS

**PSC501A**                    **Theories of  
Psychotherapy in Context**  
(3 units)

In this course, students critically examine some of the most influential theories of western psychotherapy by exploring the social, cultural and historical contexts that produced them. Theories are considered in terms of their relevance in the contemporary social context, their effect on language and how we think about pathology, normality and change.

**PSC502**                    **Feminist Theories  
in Psychology**  
(3 units)

Feminist theories have had a profound impact on the research, theory and practice of psychology, introducing a new level of critical analysis, challenging traditional models, and drawing attention to the marginalization of women and other underrepresented groups. This course introduces students to feminist critiques in psychology and to significant social, political and clinical issues of women and men.

**PSC503**                    **Methods of Inquiry:  
Evaluating Approaches to  
Psychological Knowledge**  
(3 units)

This course examines different approaches to the generation and evaluation of psychological theory and data. Strengths, weaknesses, and ethical practice of quantitative and qualitative methods are examined with attention to the descriptive and inferential statistical methods used in hypothesis testing and psychological assessment.

**PSC504A**                    **Life-Span Human  
Development**  
(3 units)

This course examines the process of human growth and development throughout the life-span. Development is examined from the perspectives of psychodynamic, cognitive, and social psychological theories, with emphasis on students gaining and deepening an awareness of their own developmental stories.

**PSC505**                    **Clinical Skills in the  
Multicultural Context**  
(2 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.

**PSC505A**                    **Multicultural  
Awareness: Self, Culture and  
Context**  
(3 units)

Professionals in a multicultural society must be aware of psychological, social, economic and political issues associated with culture, race, class, ethnicity, age and gender. This course examines the experience of cultural and the experience of difference, with particular emphasis on power, oppression and marginalization. The course promotes self-awareness and cross-cultural exploration.

**PSC506**                    **Biopsychosocial  
Approaches to Diagnosis and  
Treatment**  
(4 units)

This course uses the lenses of biological, psychological, and systemic models for understanding the causes and contexts of psychopathology. Students learn to use the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to make differential diagnoses. This course includes the use of psychopharmaceuticals in clinical treatment.

**PSC507**                    **Clinical Skills with  
Families and Couples**  
(2 units)

This experiential course focuses on the application of systems theory with couples and families. Students learn assessment and intervention techniques that consider the context of the client and are aimed at changing the interactions between individuals as well as at the level of the system.

**PSC507A**                    **Theory and  
Application of Family Therapy**  
(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 and think about individuals, couples, and families from a systemic point of view.

**PSC508 Psychological Assessment:  
Evaluating Individuals and  
Systems in Context  
(3 units)**

Appropriate clinical interventions require appropriate assessment of the individual, the family system and the human context. This course introduces students to methods of psychological assessment within the social, cultural and interpersonal context.

**PSC520A 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. In this highly experiential course, students practice fundamental psychotherapy skills in the roles of therapist, client and observer.

**PSC520B Clinical Skills II:  
The Psychotherapy Process  
(3 units)**

In this course, students learn to attend to process variables in psychotherapy. Skills are developed for differentiating between content and process, and for working with client affect, resistance and defense, transference and countertransference.

**PSC520 The Process of Group  
Psychotherapy  
(3 units)**

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

**PSC521 Professional Seminar:  
Integrating Clinical Cases  
(3 units)**

In this capstone class, students integrate the knowledge, clinical skills, and self-awareness that they

have been developing throughout the program. Learning objectives include understanding the beginning, middle and ending phases of psychotherapy, and the importance of ongoing supervision as an essential element in the development of a responsible professional identity.

**PSC530 Psychotherapy with  
Children and Adolescents  
(3 units)**

This course examines models of treatment of children and adolescents with particular attention to the necessity of adapting therapeutic interventions to the child's cultural and familial context. Students will become familiar with the theories, practices and experiences of play therapy and non-verbal techniques for young children and the use of cognitive and emotional therapies for adolescents.

**PSC531A Intimate  
Relationships  
(3 units)**

In this course, students examine relationships of intimacy, including same-sex and opposite-sex partnering, marriage, and significant others. Theories and processes for facilitating change in intimate relationships will be explored, including communications theory, cognitive-behavioral theory, psychodynamic theory, and systems theory.

**PSC537A Human Sexuality  
(1 unit)**

In this course students examine current topics including biological, psychological, psychosocial and cultural aspects of sexuality. Students also explore their own sexual identities and their values regarding sexual behavior.

**PSC538B Professional Ethics  
and the Law  
(3 units)**

The ethics of psychotherapy practice are complex and often confusing. In this course, students will become familiar with the importance of legal

and ethical challenges in the practice of marriage and family therapy. Topics may include the ethics of managed care, the controversy of repressed memories, and the politics of health care reform.

**PSC545 Substance Abuse:  
Prevention and Treatment  
(2 units)**

This course examines the conditions in self and society which are associated with the abuse of substances such as alcohol and drugs. Various approaches and models for prevention and treatment, including community-based programs, will be explored.

**PSC550 Domestic Violence:  
Prevention and Treatment  
(1 unit)**

This course examines the causes and consequences of the cycle of violence in the home. Topics include the psychology of abuse in intimate relationships, methods for prevention, and community resources and treatment.

**PSC600 Applied Psychotherapeutic  
Techniques of Marriage, Family  
and Child Counseling  
(12 units)**

As part of the degree program, students participate in traineeships which provide them with experience in psychotherapy with individuals, couples, families, and/or groups under the supervision of a licensed professional. Students may perform primary prevention in the community or social systems interventions on behalf of clients in addition to traditional counseling or psychotherapy interventions in a community agency. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS). Students must complete 18 units of course work, including PSC520A and PSC538B, as well as either PSC501A or PSC504A, to register for traineeship.

**PSI501 Career Development Theory (3 units)**

Major contemporary theories of career development are examined including: trait-oriented theories, developmental theories, learning-based theories, and sociological perspectives. Attention is given to theory's applications to the career counseling process with diverse populations.

**PSI502 Assessment in Professional Development and Career Counseling (3 units)**

This course teaches the major assessment techniques of career counselors including how to explore and evaluate a client's education, work history, interests, work values, skills, and relevant personality traits. Assessment approaches will include standardized testing, computerized assessment and computerized resources. The course will review psychometric concepts important to evaluating instruments. Attention will be paid to integrating assessment findings into the counseling process.

**PSI503 Intervention Skills in Career Counseling (3 units)**

The focus of this course is the development of counseling skills with individuals and structured groups with attention to exploration, information gathering, goal setting and decision making. Multicultural issues are discussed, particularly as they relate to career counseling strategies. Group and individual models of career development services in schools, community agencies and private industry are examined.

**PSI504 Career Counseling in the Community (3 units)**

This survey course examines the roles of career counselors in a variety of community settings, including agencies, schools, and businesses. The purpose is to familiarize students with available resources in the community as well as the diverse applications of career counseling skills.

**PSI505 Legal and Ethical Issues in Career Counseling (1 unit)**

This course will assist counselors in understanding and applying the code of ethics of the National Career Development Association. Students will also become familiar with federal and state regulations governing employment.

**PSI506 Job Search Skills (2 units)**

This hands-on seminar teaches a range of skills needed to uncover the hidden job market, identify job openings, and apply for the job. Topics include online job postings, networking, informational interviewing, and cold calls, as well as resume-writing skills. Students also learn ways to train clients to assertively network, call potential employers, and interview for a position.

**PSI507 On-line Resources for Career Counseling (1 unit)**

This seminar familiarizes students with career information sources available on the internet and the world wide web. Students learn to research professional associations, information on specific businesses and industries, occupational outlook of various careers, job boards, etc.

**PSI521 Organizational Psychology (3 units)**

This course introduces students to the study of organizational psychology. Topics include employee selection and placement, performance appraisal, training, job satisfaction, motivation, leadership, and team building.

**PSI570 Professional Writing for the Master's Project (1-2 units)**

Intended to assist students in the development of the literature review, this course focuses on critically reviewing journal articles, synthesizing the literature, building a logical sequence of arguments to support a position, and the use of APA style.

**PSI600 Career Counseling Practicum (9-12 units)**

As part of their degree program, students will participate in a supervised career counseling practicum in one or more settings. Career counseling sites include university career counseling centers, high school career education programs, and a variety of career-related programs for special populations. Pre-requisites include 18 academic units of which at least 7 units are of PDCC courses, and PSC 501A or PSC520A.

**PSI650 Individualized Concentration Practicum (variable credit)**

The Individualized Concentration practicum provides an opportunity to gain applied experience and supervised training in a setting related to the student's future career goals. Activities may include offering a structured group, teaching, administration, business internship or any work experience that will enhance the student's learning or study in the chosen concentration.



## Core and Associate Faculty

**Juliet Betita**. M.A. Counseling Psychology, Goddard College. jbetita@antiochsb.edu

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### Adjunct Faculty

Adjunct faculty members are professionals and educators, active in the community and/or at

other educational institutions, who perform a variety of faculty functions in a part-time capacity. These faculty members are particularly valuable in upholding Antioch's commitment to the connection between theory and practice. Adjunct faculty members' main work is teaching individual classes in their areas of expertise. Adjunct faculty may or may not be willing or able to sponsor Independent Studies, or evaluate late and incomplete work. The quality of adjunct faculty work is regularly reviewed by the Program Chair. Student evaluations of instructors are important in this process. Since adjunct faculty members do not normally participate in program policy-making, students should recognize that they are not necessarily familiar with Antioch policies beyond issues in their own classes.

**Rachel Aarons**. Ph.D. Philosophy, University of Michigan. M.S.W., University of Toronto.

**Beverly Abrams**. M.A. Human Development, Pacific Oaks College.

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**Henry Ahlstrom**. Ph.D. Experimental Psychology, Maharishi International University. M.S. Experimental Psychology, Maharishi International University.

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**Lauren Wyeth.** M.A. Clinical Psychology, Antioch University at Santa Barbara.

## **Outside Learning Evaluators**

An Outside Evaluator is an expert in a particular field appointed by Antioch to the temporary status of Evaluator in order to evaluate a student's learning activity (e.g., Independent Study or Master's Thesis/Project). This allows students to participate in learning activities beyond those available through regular Antioch faculty. It also provides a direct link between the student, the University, and the professional community.

### **Qualifications for Outside Evaluators**

An individual's qualification to serve as an Outside Evaluator for a given learning activity is determined by the Core Faculty. Criteria include:

- an accredited Doctoral degree in the field of the learning being evaluated (that is, a Ph.D., Psy.D., Ed.D., D.B.A., M.D., D. Th., etc.); or,
- an accredited Master's degree in the field of the learning being evaluated.

### **Restrictions on Outside Evaluators**

To avoid a conflict of interest, the Outside Evaluator may not be an individual with whom the student has or has had a significant personal relationship, such as a family member, partner, employee, or therapist. No currently enrolled Antioch student (in any program) may serve as an Outside Evaluator.

# ADMINISTRATION AND STAFF

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## *Antioch Southern California Administration*

The following people may be reached at: (310) 578-1080.  
Mark Schulman, President (ext. 114)  
Parm Bajaj, Regional Chief Financial Officer (ext. 115)  
TBA, Regional Director of Human Resources (ext. 115)  
Deborah Lott, Executive Assistant to the President (805)  
962-8179 (ext. 614) (Santa Barbara)

## *Antioch Santa Barbara Administration & Staff*

The following people may be reached at: (805) 962-8179.

### **Academic Services**

Richard Whitney, Academic Dean (ext. 228)  
Michael McLure, Academic Services Officer (ext. 104)  
Diana Groener, Academic Services Associate (ext. 324)  
Rich Loebel, Administrative Coordinator, MAE/TC (ext. 115)  
Susan Brindle, Administrative Coordinator, Weekend College (ext. 321)

### **Admissions**

Carol Flores, Director of Admissions (ext. 113)  
Rose Chrynko, Admissions Counselor (ext. 112)  
Chelsea Dullea, Office Coordinator (ext. 316)  
TBA, Admissions Assistant (ext. 107)

### **Alumni Office**

Marina King, Alumni Affairs Assistant (ext. 326)

### **Campus Operations**

Diana Sloane, Executive Dean (ext. 111)  
Nicki Sanders, Administrative Assistant to the Executive Dean (ext. 110)

### **Continuing Education**

Deborah Lott, Coordinator (ext. 614)

### **Financial Aid**

Karen Morgan, Director of Financial Aid (ext. 108)  
Shelli Nelson, Financial Aid Counselor (ext. 131)

### **Fiscal Services**

Linda Hackett, Fiscal Services Officer/Human Resources/Veterans Rehabilitation Co-ordinator (ext. 103)  
Judy Johnson, Fiscal Associate (ext. 102)

### **Registrar**

MaryAnn Marwitz, Registrar (ext. 105)  
Jo Ann Villanueva, Associate Registrar (ext. 106)  
Christina Aguirre-Kolb, Records Associate (ext. 107)  
Jonathan Eymann, Records Assistant (ext. 319)

### **Technical Computing**

Edwin Togami, Technical Computing Associate (ext. 317)

Antioch Santa Barbara students are welcome to contact the Antioch Southern California President on any issues or problems which arise. The main office is located at Antioch Los Angeles, 13274 Fiji Way, Marina del Rey, California 90292; (310) 578-1080.

### **Alumni Services**

AUSB Alumni Services is sponsored by the University for the purpose of helping alumni connect with each other as well as the greater community. AUSB alumni receive a letter from the school each quarter. To promote a continuous learning community, special lectures, events and services are offered by Alumni Services. Membership on the informal advisory board is open and meets regularly to help plan alumni activities.



# THE UNIVERSITY

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# ACADEMIC CALENDAR 2001-2003

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## *Winter Quarter 2002*

Admissions Application Deadline Winter 02 .....	November 12*
Tuition and Fees Due for Winter 02 .....	December 7-6
New Year's Day Holiday (observed) .....	January 1
First Day of Classes .....	January 7
Martin Luther King's Birthday (observed) .....	January 21
Final Add Date .....	January 28
Presidents' Day (observed) .....	February 18
Tuition and Fees Due for Spring 02 .....	March 12-14
End of Instruction Period .....	March 23

## *Spring Quarter 2002*

Admissions Application Deadline for Spring 02 .....	February 18*
Tuition and Fees Due for Spring 02 .....	March 12-14
First Day of Classes .....	April 8
Final Add Date .....	April 29
Memorial Day Holiday (observed) .....	May 27
Tuition and Fees Due for Summer 02 .....	June 11-13
End of Instruction Period .....	June 22

## *Summer Quarter 2002*

Admissions Application Deadline Summer 02 .....	May 20*
Tuition and Fees Due for Summer 02 .....	June 11-13
First Day of Classes .....	July 8
Final Add Date .....	July 29
Independence Day Holiday .....	July 4
Labor Day Holiday (observed) .....	September 2
Tuition and Fees Due for Fall 02 .....	September 5-7
End of Instruction Period .....	September 16

## *Fall Quarter 2002*

Admissions Application Deadline Fall 02 .....	August 19*
Tuition and Fees Due for Fall 02 .....	September 3-5
First Day of Classes .....	October 7
Final Add Date .....	October 28
Thanksgiving Holiday (observed) .....	November 28-30
Tuition and Fees Due for Winter 03 .....	December 10-12
End of Instruction Period .....	December 21

### *Winter Quarter 2003*

Admissions Application Deadline Winter 03 .....	November 17*
Tuition and Fees Due for Winter 03 .....	December 10-12
New Year's Day Holiday (observed) .....	January 1
First Day of Classes .....	January 6
Martin Luther King's Birthday (observed) .....	January 20
Final Add Date .....	January 27
Presidents' Day (observed) .....	February 17
Tuition and Fees Due for Spring 03 .....	March 11-13
End of Instruction Period .....	March 22

### *Spring Quarter 2003*

Admissions Application Deadline for Spring 03 .....	February 17*
Tuition and Fees Due for Spring 03 .....	March 11-13
First Day of Classes .....	April 7
Final Add Date .....	April 28
Memorial Day Holiday .....	May 26
Tuition and Fees Due for Summer 03 .....	June 10-12
End of Instruction Period .....	June 21

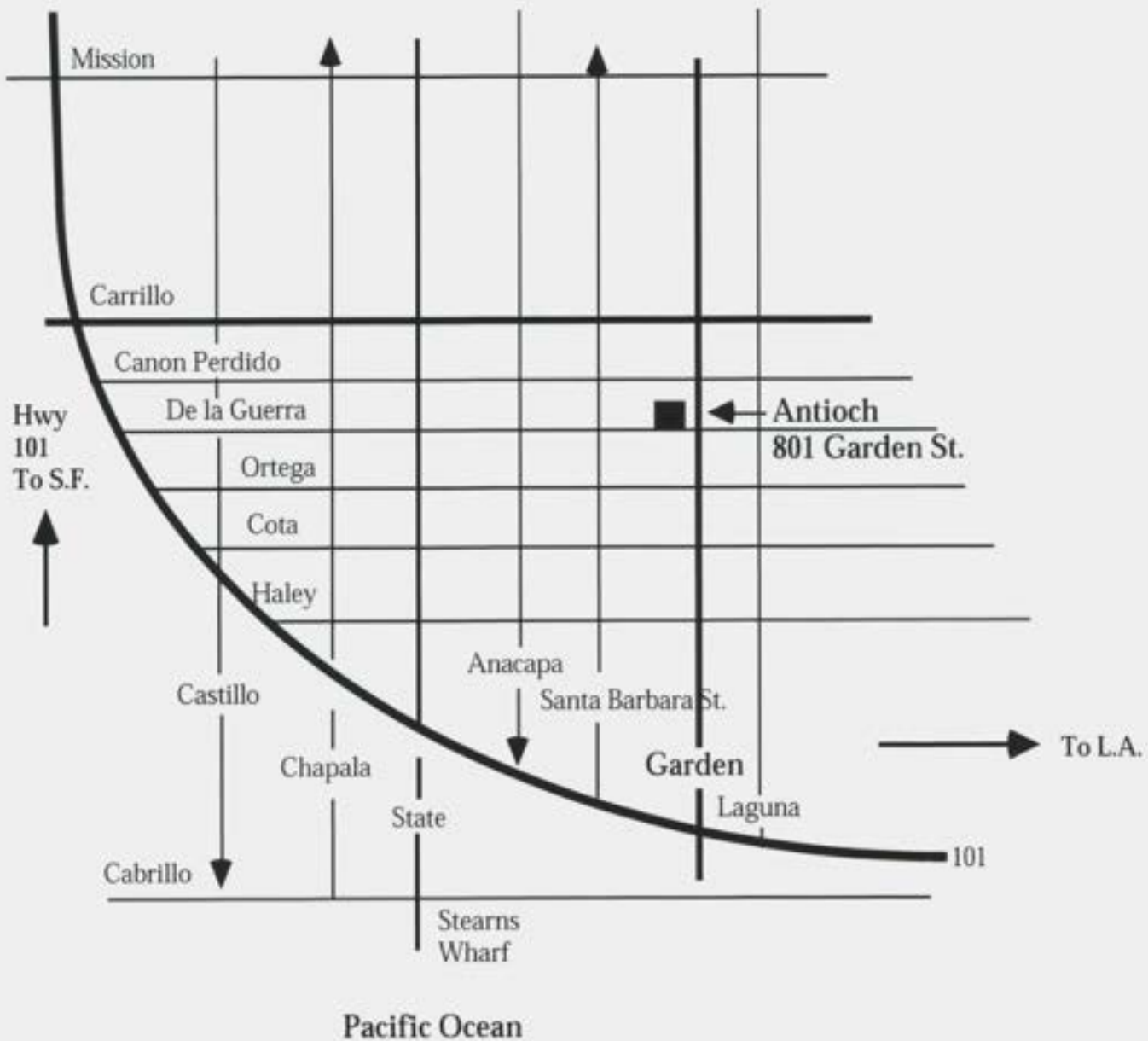
\*BA applications received after this date will still be processed; however, Financial Aid may not be available in time for regular or late registration. In such an event, the student may be allowed to register by signing a promissory note for full tuition, **if all Financial Aid documents are complete**. If documents are incomplete, a 33% deposit on tuition is required. A Late Registration fee of \$50 may be required if the application process can not be completed in time for Registration.

\* MAE applications are accepted for Summer only.

\*MAOM applications are accepted for Fall, Winter, Spring, and Summer quarters. Please call the Admissions Office for possible changes in application deadlines.

\*MACP and MAP-IC applications are accepted for Fall and Winter quarters only. Applications received after the deadline for the Fall quarter will be processed for the following Winter. Winter quarter applications received after the deadline will be processed for the following Fall.

BA Weekend and MAOM Weekend application are accepted.



### *Reaching Antioch Santa Barbara*

Antioch Santa Barbara is located at 801 Garden Street in downtown Santa Barbara, at the corner of Garden and De la Guerra Streets.

From Highway 101, take the Garden Street exit and turn north (inland) on Garden Street. Proceed for six blocks to De la Guerra Street; Antioch is on the left at the corner of Garden and De la Guerra. Parking is available on the street.

**Antioch University Santa Barbara**  
 801 Garden Street  
 Santa Barbara, California 93101  
 (805) 962-8179  
 FAX (805) 962-4786



# STUDENT WORKSHEET

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## *Fall Quarter*

M	T	W
Th	F	S

## *Winter Quarter*

M	T	W
Th	F	S

# STUDENT WORKSHEET

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## *Spring Quarter*

M	T	W
Th	F	S

## *Summer Quarter*

M	T	W
Th	F	S

# *STUDENT NOTES*

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# *STUDENT NOTES*

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# *STUDENT NOTES*

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# *STUDENT NOTES*

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On the Cover:

*Downtown Santa Barbara*

by Artist Cathy Quiel

The art of Cathy Quiel, noted watercolorist, has recently been seen at the Riverside Art Museum and the Watercolor West Exhibition. Her paintings are represented in numerous corporate and private collections including the executive offices of California State University at Long Beach and in permanent collections of the cities of Cypress and Los Alamitos. Last year, she was selected as a finalist in the Strathmore Watercolor Paper Corporation international competition and has taught watercolor in Santa Barbara, the Caribbean, Bermuda, Mexico, Alaska and Malta.

For more information on her work,  
please visit [www.santabarbarawatercolor.com](http://www.santabarbarawatercolor.com)  
or call her at (805) 683-4467







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Yellow Springs, Ohio 45387

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Antioch New England Graduate School  
40 Avon Street  
Keene, New Hampshire 03431

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