

ANTIOCH

U N I V E R S I T Y

S A N T A B A R B A R A

General Catalog
2004-2006

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Cover Art: Cathy Quiel, Santa Barbara artist, is known for her vibrant and dramatic watercolors. Her work is represented in corporate and private collections. She has taught watercolor workshops in France, Malta, the Caribbean's, Mexico, Bermuda and throughout the United States. Her work may be viewed at www.cathyquiel.com.

Antioch University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. For more information contact:

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Antioch Southern California is also licensed to operate in California by the Bureau for Private Postsecondary and Vocational Education (BPPVE) of the State of California

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The Master of Arts in Education & Teacher Credentialing Program is fully accredited by the California Commission on Teacher Credentialing.

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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 (400 R Street, Suite 5000, Sacramento, CA 95814). For undergraduate students interested in obtaining a teaching credential in the State of California, it is important to note that Antioch University Southern California is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA) of Colleges and Schools (see above for address). As is the case with other out-of-state regionally accredited colleges and universities, degrees from Antioch are fully recognized by the higher education community. However, those seeking teaching credentials should check with the credentialing program to which they intend to apply to be aware of any restrictions that program might have on the acceptance of undergraduate coursework. This does not apply to Antioch's graduate program for teacher preparation, which is accredited by the California Commission on Teacher Credentialing.

Disclaimer: The policies and procedures described herein are current at the time of printing November 2004. Antioch University reserves the right to revise its fees, policies, procedures, and/or catalog at any time.

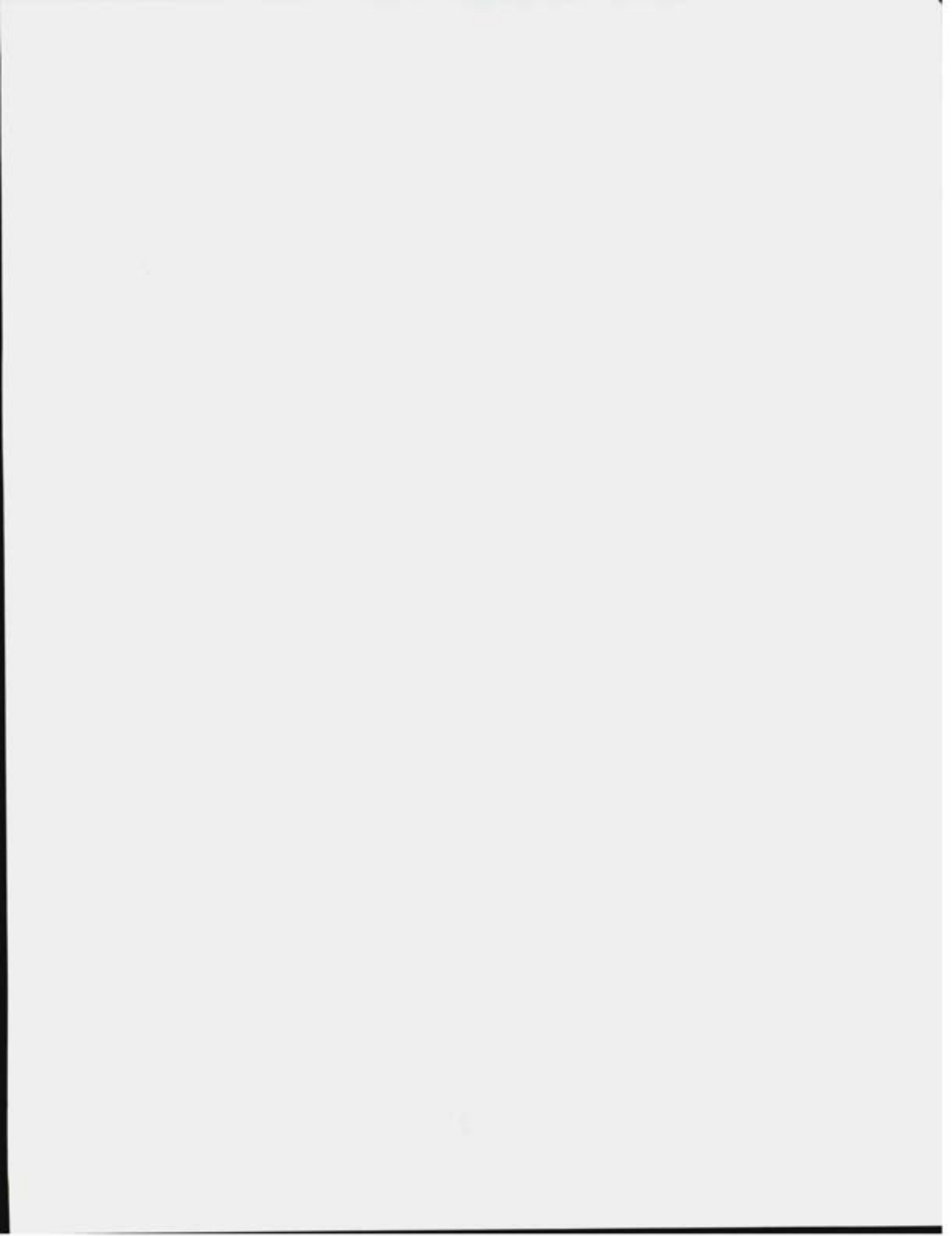


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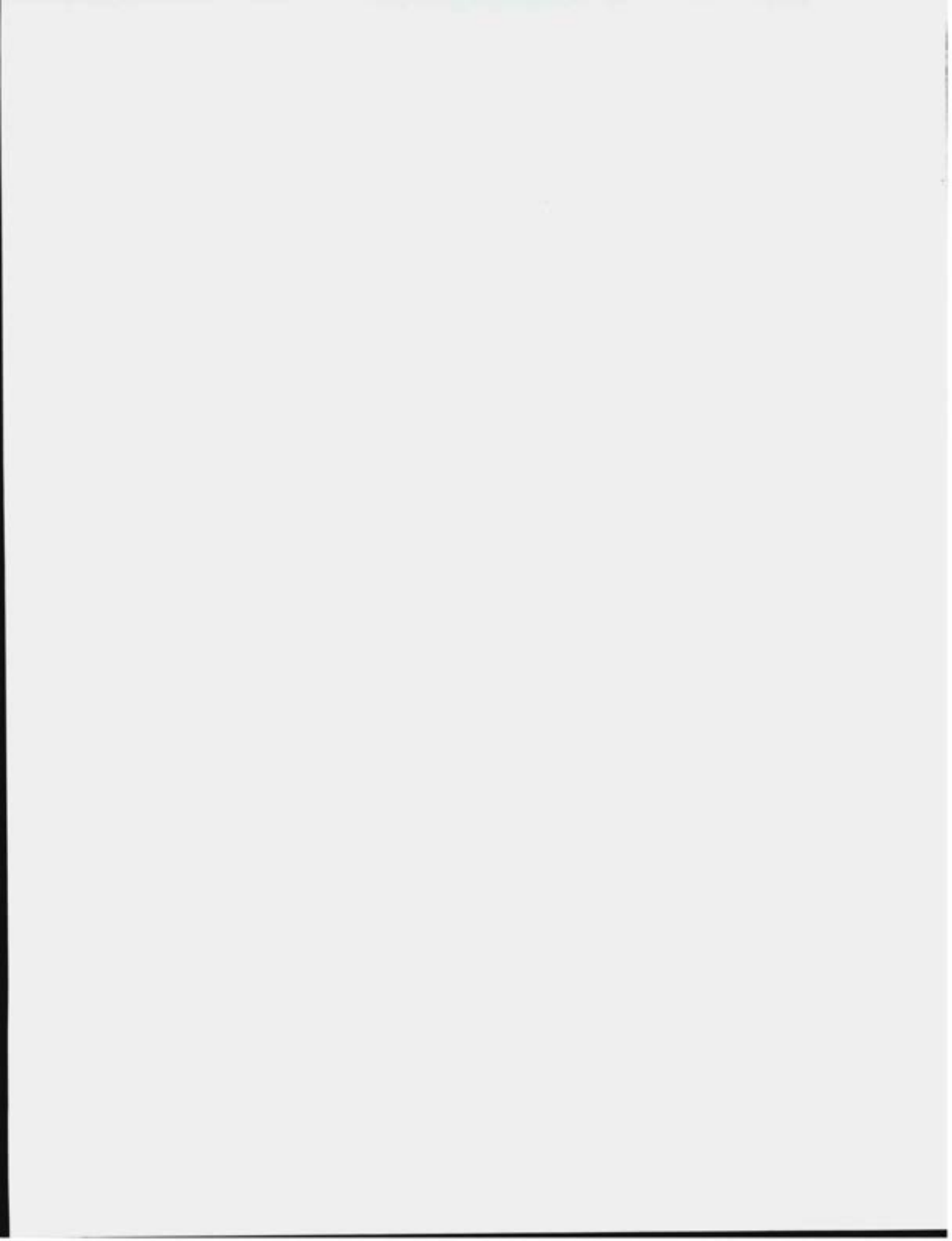
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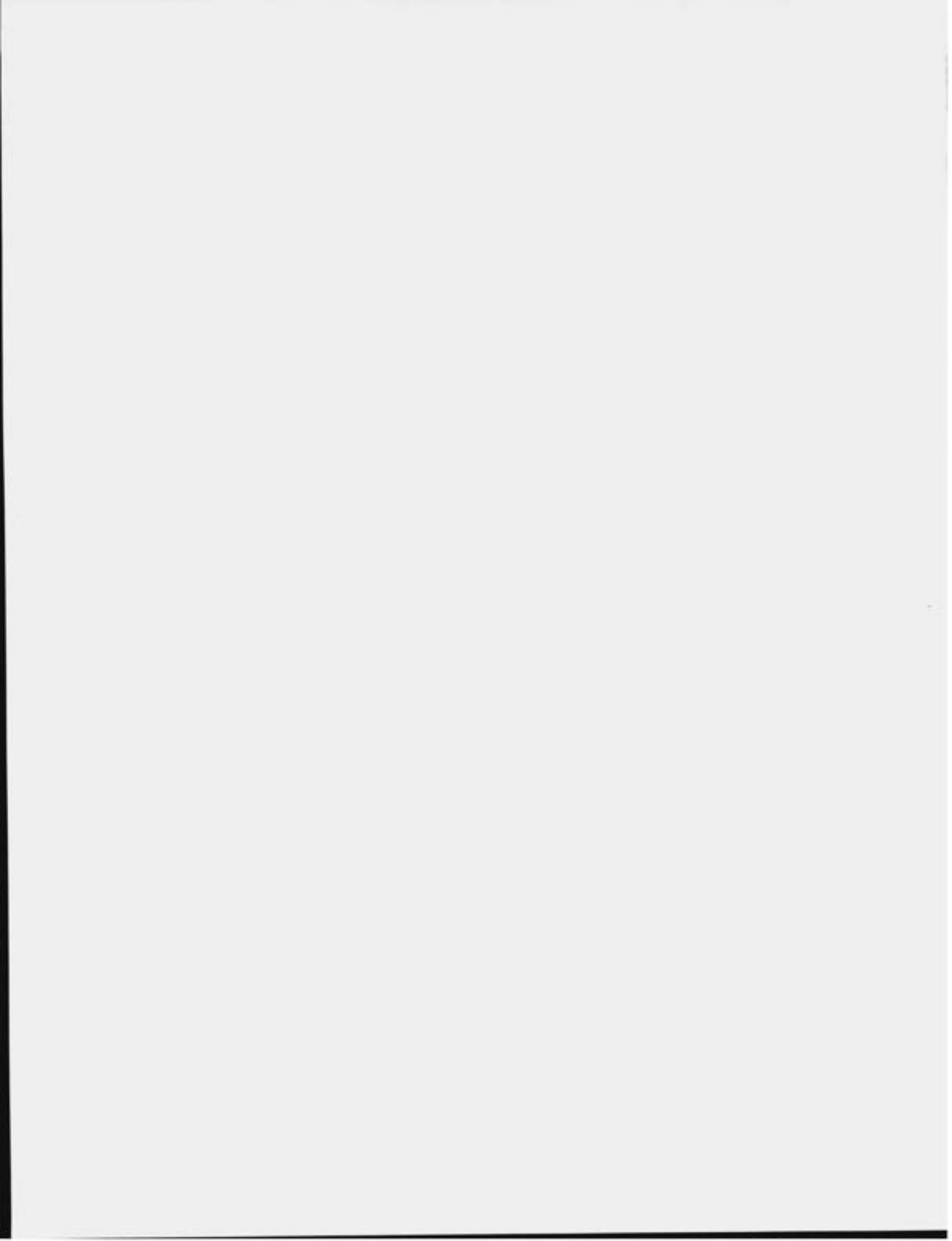
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General Information



The Antioch Story

Welcome to Antioch Southern California!

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

Arthur Morgan, Antioch President 1921-1936

Why We Exist

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

Our Mission

"... the development of the student as a whole person...."

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.

Our Vision

"... a never-ending belief in the possible...."

Antioch University Southern California strives to promote a spirit of inquiry as a multi-cultural, intergenerational, and accessible institution which values and nurtures an innovative, reflective, and experiential approach to educational excellence.

Building on our history and fostering creativity and leadership, we, the community of Antioch faculty, students, staff, and alumni – centering ourselves in compassion, ethical steadfastness, and a never-ending belief in the possible – carry this vision into the world.

Our Values

"... human dignity...."

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

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

Our History: A Grand Experiment in Education

"Life is a daring adventure, or it is nothing."

– Helen Keller

Antioch was founded over 150 years ago by a dreamer – someone who wanted to make the world a better place and wasn't afraid to take some risks in trying. Horace Mann was a renowned educator, architect of the American public school system, social reformer, and abolitionist. He wanted to establish a university like none other at that time – one that was nonsectarian, coeducational, and free from grades, standardized admissions, and rigid evaluation procedures. Students also were to be educated within the context of a democratically minded community.

Founded in 1852 in Yellow Springs, Ohio, Antioch's first president was Horace Mann. Antioch immediately began to make its mark. In 1863, it instituted a policy that no applicant was to be rejected on the basis of race. It became the first U.S. college to designate a woman as a full professor and was among the first to enroll men and women in the same curriculum.

Antioch tends to attract pioneers, and Antioch's later president, Arthur Morgan, was no exception. Morgan, a self-taught engineer, had seen personally the narrowness of traditional, cloistered education. When he took the helm in 1920, he initiated a unique work-study concept requiring students to work off-campus in "co-ops." The value of the work-study experience is now an accepted practice in main-

stream higher education. Morgan also initiated the practice of student involvement in the governance of the institution, among many other innovations Antioch was launching in education and social engagement.

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

The family that is Antioch University currently includes:

- Antioch College in Yellow Springs, Ohio
- The McGregor School in Yellow Springs, Ohio
- Antioch New England Graduate School in Keene, New Hampshire
- Antioch Seattle
- Antioch Southern California, with campuses in Los Angeles and Santa Barbara

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

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

Antioch Southern California: Santa Barbara

The Launch of Antioch SB

Antioch Southern California consists of the Los Angeles and Santa Barbara campuses. They are independent, but they benefit by sharing curriculum development and intellectual collegiality. 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 50 full-time and part-time instructors. Antioch Santa Barbara serves local residents as well as commuters.

Antioch Santa Barbara's students are adults who seek a new direction in their careers or the mobility provided by earn-

ing 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, Europe and South America to Santa Barbara specifically to attend Antioch, drawn by Antioch's distinctive education and the community's justly famous climate, lifestyle, and amenities.

Educational Community

Antioch 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. Many 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 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.
- The use of narrative evaluations rather than standard grades.
- For undergraduates only, an option to provide documentation of prior college-level learning (see BA section of Catalog).

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

Degrees Offered

Bachelor of Arts in Liberal Studies
 Master of Arts in Clinical Psychology
 Master of Arts in Organizational Management
 Master of Arts in Education and Multiple-Subject
 Teaching Credential
 Master of Arts in Education with Emphasis in Social
 Justice and Educational Leadership

Governance

Antioch strives to be a democratically minded and participatory institution of higher education. Antioch's 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 each program's curriculum to be developed and implemented by the faculty to achieve Antioch's educational mission;
- The governance structure provides for appropriate and meaningful involvement of student, faculty, staff, and administration in decision-making processes and facilitates communication, promotes cooperation, and encourages effective and efficient operation;
- The governance structure judiciously uses institutional, human, and fiscal resources to achieve its mission, priorities, and objectives.

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

Accreditation and Licensure

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

* The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440

www.ncahigherlearningcommission.org

Accreditation in higher education is primarily conducted through membership in one of the six nationally recognized regional associations, which include the North Central Association of Colleges and Schools, the New England Association of Schools and Colleges, the Northwest Association of Schools and Colleges, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. Antioch Southern California is also licensed to operate in California by the Board for Private Postsecondary and Vocational Education (BPPVE). The Master of Arts in Education & Teacher Credentialing Program is approved by the California Commission on Teacher Credentialing. Antioch credentials further 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 (400 R Street, Suite 5000, Sacramento, CA 95814).

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 associated 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, with two exceptions: (1) the Test of English as a Foreign Language (TOEFL) for applicants from other countries whose native language is not English; and (2) the CBEST and CSET exams are also required for admission to the MAE/TC program. Bachelor of Arts (BA) applicants must show proof of high school graduation or its equivalent. Master of Arts (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.

Application Process

Applicants are invited to complete the application form online at the Antioch University Santa Barbara website – www.antiochsb.edu.

The application process includes, but is not limited to:

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

- Submission of official, sealed transcripts of all prior college/university work;
- Submission of evidence of graduation:
 - BA applicants - Evidence of high school graduation or its equivalent (GED) or transfer of 90 or more quarter units;
 - MA applicants- Evidence of graduation with a Bachelor's degree from a regionally accredited college or university (international transcripts subject to transcript evaluation to determine U.S. undergraduate equivalency);
- A personal interview with the Director of Admissions, faculty member and/or Program Chair is required in all programs.
- Submission of two letters of recommendation for graduate programs;
- Submission of all materials to the Antioch University Santa Barbara Admissions Office on or before the application deadline;

Applications are accepted throughout the calendar year for the Bachelor of Arts in Liberal Studies (BA) program and Master of Arts in Organizational Management (MAOM) program for entry in the academic quarters beginning in January, April, July and October. The Weekend College Program for the undergraduate concentration in Business Management and the graduate Organizational Management program also accept applications throughout the calendar year, for entry in October (BA) and in January or April (MAOM).

Applications are accepted throughout the calendar year for the Master of Arts in Clinical Psychology (MACP) program for entry in the academic quarters beginning in October and January only. The Master of Arts in Clinical Psychology with a concentration in either: a) Professional Development and Career Counseling, or b) Family Forensic Practice, accepts applications throughout the entire calendar year for entry in the academic quarters beginning in October and January only.

The graduate education program, Master of Arts in Education and Teaching Credentialing Program (MAE/TC), accepts applications throughout the calendar year, for entry in July only. Applications are accepted at any time for the Master of Arts in Education with an Emphasis in Social Justice and Educational Leadership (MAEx), for entry in Fall only.

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

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.

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. 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

Applications are accepted 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 unique 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.

Graduate Programs

- **Master of Arts in Organizational Management (MAOM)**
- **Master of Arts in Clinical Psychology (MACP) – concentrations and certificates in Professional Development & Career Counseling, Family Forensic Psychology**

- **Master of Arts in Education and Teacher Credentialing Program (MAE/TC)**
- **Master of Arts in Education--Emphasis in Social Justice and Educational Leadership (MAEx)**

Applications to the MACP program are accepted for the Fall (October) and Winter (January) quarters only. Applications to the MAOM program are accepted throughout the year for acceptance to Fall, Winter, Spring, and Summer quarters. Applications for the MAE/TC are only accepted for Summer (July) entry. The MAEx program accepts applications for September entry.

Criteria for acceptance to any graduate program include relevance and strength of previous college work, writing skills, community involvement, and previous study and/or experience in the field. In the Psychology programs, the autobiographical narrative is used to assess writing skills, self-understanding, and the applicant's psychological mindedness and interest in working with diverse populations. 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. In addition, two letters of recommendation must be submitted so as to demonstrate evidence of the applicant's ability to conduct graduate-level self-directed study. The letters should be written by those qualified to assess the applicant's intellectual and creative work. In the MAE/TC program an essay is required and is used to assess writing skills and experiences in the schools and with children. As in the MAOM program, the MAE/TC program requires that two letters of recommendation must be submitted, and they should demonstrate evidence of the applicant's ability to work in schools and conduct graduate-level self-directed study. Individual and group interviews are also required to establish a fit with the program.

A maximum of 9 quarter units of graduate coursework from regionally accredited institutions may be transferred for transfer into the MACP, MAP-IC, MAOM, and MAE programs with approval of the Program Chair and/or Office of the Registrar. Applicants must submit official transcripts of any completed graduate course work as part of the application process.

Weekend College

- **Bachelor of Arts in Liberal Studies Concentration in Business Management (BA)**

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.

- **Master of Arts in Organizational Management (MAOM)**

The MAOM Weekend Program admits twice a year, in January (Winter) and April (Spring). The application and interview process is the same as for the regular MAOM program.

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 Antioch University Santa Barbara or by a designated service, for equivalency;
- international students must provide official transcripts from the school attended; and,
- for students already in the United States, evidence of being in status and eligible to transfer to the University on a student visa.
- valid passport and visa information;
- any additional information as required by federal, state, and/or local governments.

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.

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. Note: Transferred Graduate units may not be more than five years old upon the date of AUSB graduation.

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 University Los Angeles (AULA) is counted toward the Antioch University Santa Barbara degree. However, the program faculty reserves the right to add residency if they determine that completing the Antioch University 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 Antioch University 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 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.

Readmitted Students

Students who have withdrawn or have been withdrawn from Antioch University Santa Barbara must formally reapply for admission if they wish to re-enter Antioch University Santa Barbara. If accepted, readmitted students are subject to the program requirements, policies and procedures in place at the time of their readmission. This includes, but is not limited to attending orientation, complying with new degree requirements, and evaluating previously completed work (this applies to credit which was initially accepted as transfer credit and also to credit earned at Antioch). Graduate work which will be more than five years old at the point of graduation will not be accepted.

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

Auditing Students

Auditors are individuals who attend a course with auditor status for noncredit. Consent of the instructor, or in some cases the Program Chair, is needed to register for classes as an auditor. The auditor should discuss with the instructor what the instructor's expectations are for the auditor's work, attendance, and participation.

Auditors do not receive credit for the courses. The courses appear on the transcript. Instructors issue written evaluations for audited courses. Auditors who later wish to have credit for the course must register for and repeat the course. Additional fees will apply. Students who audit courses and subsequently matriculate as regular students cannot be retroactively awarded academic credit, residency, or learning equivalency for audited courses. Matriculated Antioch University students who have a minimum of half-time status may audit any course at no charge, with the consent of the Program Chair. Students on Enrollment Maintenance or Thesis Completion Status may audit up to two classes a term for no additional fee with the Program Chair's consent. Students on Leave of Absence may not audit. Regularly registered students are given enrollment priority over all categories of auditing students. Some classes are closed to auditors completely. Auditors from outside the University are required to file a "Special Student" registration form with the Office of the Registrar, obtain approval to audit from the Program Chair, and pay the appropriate audit fee during the scheduled registration period for auditors.

Admissions Decisions

Full Acceptance

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

Provisional Acceptance

Students who are admitted provisionally receive a letter of acceptance stating the reason(s) for the provision and what is necessary in order to receive full acceptance. Provisional

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

Deferring Admission

New students who wish to defer admission to a future term should notify the Registrar's and Admissions Offices directly, in writing, during or prior to the first official week of the current term. New students who register for classes and subsequently do not notify these offices of their intent to withdraw or defer during the first official week of classes will remain enrolled in classes and incur administrative and tuition costs for the term.

Financial Aid

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.

The Financial Aid staff assists prospective students with the application process. Day and evening appointments are available.

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 expected 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 & B** - State grants that need not be repaid (for Undergraduate students only)
- **Antioch Tuition Grant (ATG)** - Institutionally funded grant that need not be repaid; the purpose of

which is to increase participation by under represented groups and based on financial need; 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 underrepresented groups. 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 repayment; based on financial need
- **Federal Subsidized Stafford Loan** - A variable interest loan with delayed repayment; Interest paid by the government while in school.
- **Federal Unsubsidized Stafford Loan** - A variable interest loan with delayed repayment Interest accrues while in school; based on financial need.
- **GRE Fee Waiver Program** - Undergraduate students intending to take the GRE can obtain a fee waiver if they meet the low income criteria.

Applying for Financial Aid

The financial aid application process is time-consuming. Therefore, 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 4 to 6 weeks because of the time required by the Department of Education to process financial aid materials from all accredited educational institutions. Antioch provides detailed instructions and help at every stage of the financial aid application process.

Students apply for financial aid through the following process:

1. Application forms are available for download from our website at www.antiochsb.edu or the applicant may be requested from the Financial Aid Office. In addition to the Antioch University Financial Aid Forms, applicants must also complete the Free Application for Student Aid (FAFSA) each year, available at www.fafsa.ed.gov. Antioch University's code is E00556.
2. The applicant may call or make an appointment with the Financial Aid Office for help with the form.
3. First-time applicants **MUST** make an appointment with the Financial Aid office for an Entrance Interview
4. Continuing students must re-apply every year.

Financial Aid Cautions

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

Scholarships

Many outside organizations offer awards based on place of residence, background, professional affiliations and/or field of study. A listing of the scholarship opportunities is available in the Financial Aid Office. Students are responsible for applying for these awards. Students applying for financial assistance must immediately notify the 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 regulations. 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

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

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 veterans 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.

Federal Work-Study Program (FWSP)

The Federal Work-Study (FWS) 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 first to those with the greatest amount of financial need if demand exceeds available funds. Students may apply for any open FWS position on campus. Students must be enrolled at least half-time and maintain satisfactory academic progress. 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 to continue as a Work-Study student. Students are paid bimonthly, with paychecks distributed by the Fiscal Office. University administrative policies provide an established procedure to mediate any problems that arise as a result of grievances involving student employment.

Policies and Procedures

Withdrawal From the University

Recipients of Federal programs (Pell Grant, Supplemental Educational Opportunity Grant, Federal Subsidized and Unsubsidized Stafford Loans, Federal PLUS loans or Federal Perkins Loans) are subject to federal regulations regarding the Return of Title IV funds. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds they have received. Students who withdraw from all classes prior to completing more than 60% of the term will have their financial aid eligibility recalculated based on the percentage of the semester completed, and will be required to repay any unearned financial aid they have received. At AUSB a student's withdrawal date is:

- the date the student officially notifies the Registrars Office in writing of his or her intent to withdraw, or
- the midpoint of the semester for a student who leaves without notifying the college, or
- the student's last date of attendance at a documented academically-related activity, or
- the date posted by the instructor indicating last day of attendance, or
- the date the student is withdrawn by the University.

Satisfactory Academic Progress

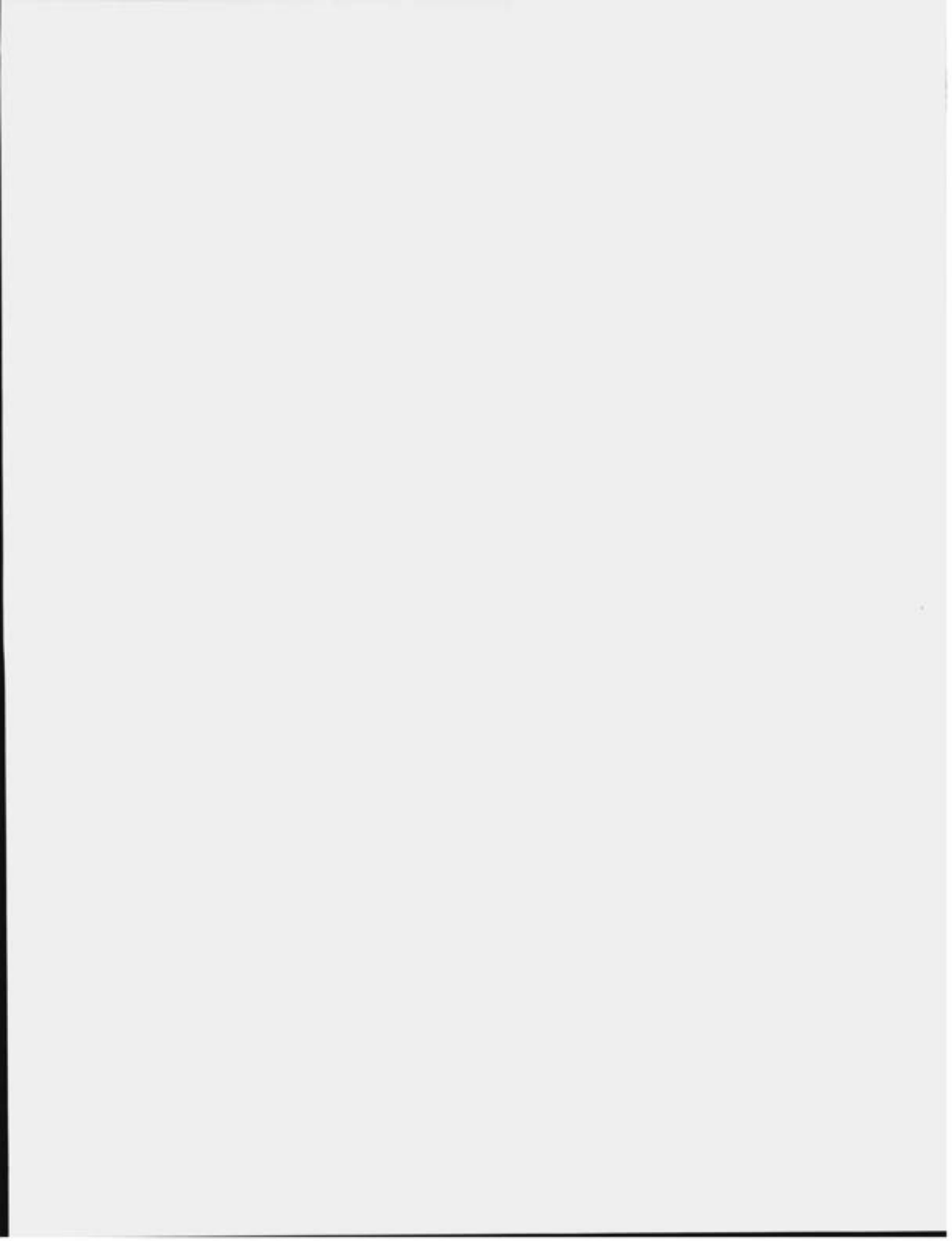
For information on Financial Aid Requirements for Satisfactory Academic Progress, see the Satisfactory Academic Progress section of the Academic Policies and Procedures section of the Catalog.

Institutional Policy

The institutional policy on Satisfactory Academic Progress (SAP) is described in the Catalog Section on Academic Policies, Procedures, and Services. Units Attempted are those hours for which students were still officially registered at the conclusion of the Add/Drop period for each term.

Financial Aid Office

The Financial Aid Office is located on the first floor of the AUSB building.



Tuition & Fees

2004-2005

Antioch University 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.

Tuition

Full-time tuition per quarter

BA (12 or more units)	\$4,270.
MAE (12 -15 units)	\$4,410.
MAP and MAOM (8 or more units)	\$4,550.
BA Weekend (12 units & up)	\$4,500.
MAOM Weekend (8-15 units)	\$4,650.

Half-time tuition per quarter

BA (6 - 9 units)	\$2,565.
MAE (6 - 9 units)	\$2,650.
MAP and MAOM (4 - 7 units)	\$2,730.
BA Weekend (6-8 units)	\$2,700.
MAOM Weekend (4-7units)	\$2,790.

Per-unit tuition and overload charge

BA	\$430.
MAE	\$445.
MAP and MAOM	\$455.
BA Weekend	\$450.
MAOM Weekend	\$465.

Other Fees

Application Fee	\$60.
Enrollment Maintenance Fee	\$450.
Graduation Fee	\$75.
Insurance Fee (MACP students only)	\$25.
Late Registration Fee	\$100.
MAE Teaching Performance Assessment Fee	\$50.
Prior Experiential Learning Fee (1-5 units)	\$225.
Project/Thesis Completion Fee	\$450.
Returned Check Fee	\$50.
Special Services Fee	\$100.
Student Government Fee (per quarter)	\$1.
Technology Fee (per quarter)	\$15.
Transcript Only Fee	\$9.
Transcript and Narrative Assessments Fee	\$18.
Audit Fees (per unit):	
BA	\$175.
MAE	\$185.
MAP and MAOM	\$185.
<i>Non-matriculated:</i>	
<i>Antioch Alumni (per unit):</i>	
BA	\$245.
MAE	\$275.
MAP and MAOM	\$275.
<i>Antioch Non-matriculated</i>	
<i>Alumni Audit Fee (per unit)</i>	
BA, MAE, MAP, MAOM	\$50.
Application Fee	\$60.
Enrollment Maintenance Fee	\$450.
Graduation Fee	\$75.
Insurance Fee (MACP students only)	\$25.
Late Registration Fee	\$100.
MAE Teaching Performance Assessment Fee	\$50.
Prior Experiential Learning Fee (1-5 units)	\$225.
Project/Thesis Completion Fee	\$450.
Returned Check Fee	\$50.
Special Services Fee	\$100.
Student Government Fee (per quarter)	\$1.
Technology Fee (per quarter)	\$15.
Transcript Only Fee	\$9.
Transcript and Narrative Assessments Fee	\$18.
Audit Fees (per unit):	
BA	\$175.
MAE	\$185.
MAP and MAOM	\$185.

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

A student registering for a number of units greater than half-time but less than full-time pays the half-time tuition plus a per-unit charge for the additional unit(s). In addition to course work, tuition covers internship/ practicum supervision, advising, supervised independent study, workshops, and program administrative costs. Tuition 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 the Fiscal Office. One-third of the amount owed is due at registration, and a one-time fee of \$30 is required. Arrangements must be made in advance of registration.

Tuition Refund Policy

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

Advisor consent (written) is required when students wish to exceed maximum unit loads: 18 units for BA students; 15 units for MA students.

Half-Time Attendance

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

BA Students	6-9 units per quarter
MAE Students	6-9 units per quarter
MAP Students	4-7 units per quarter
MAOM Students	4-7 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 AUSB 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 Bureau 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.

Explanation of Tuition and Fees

Admission 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 University Santa Barbara and are applying for graduate programs and those who transfer from any other Antioch campus must follow all regular admissions procedures including the payment of the 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 (and vice-versa) 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 approval is granted.

Enrollment Maintenance Fee

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

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

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

Application for Graduation Fee

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

Liability Insurance Fee (for 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.

Leave of Absence Fee

A Leave of Absence (LOA) is an approved quarter of non-attendance for matriculated students. Leave of Absence status must be renewed each quarter. The student must complete and file an approved Leave of Absence form with the 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 read-

mission charge of \$50, and the need to meet current academic requirements in force at the time of re-admission.

Prior Learning Fee

Undergraduate students are charged a \$225 fee for each Prior Learning evaluation (1-5 units). The fee is paid when the student registers for the prior.

Special Services Fee

The Special Services Fee is a charge of up to \$250 that is imposed in various registrarial or administrative situations which require special service for the student. Examples include, but are not limited to situations when 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.

Teaching Performance Assessment Fee (MAE/TC students only)

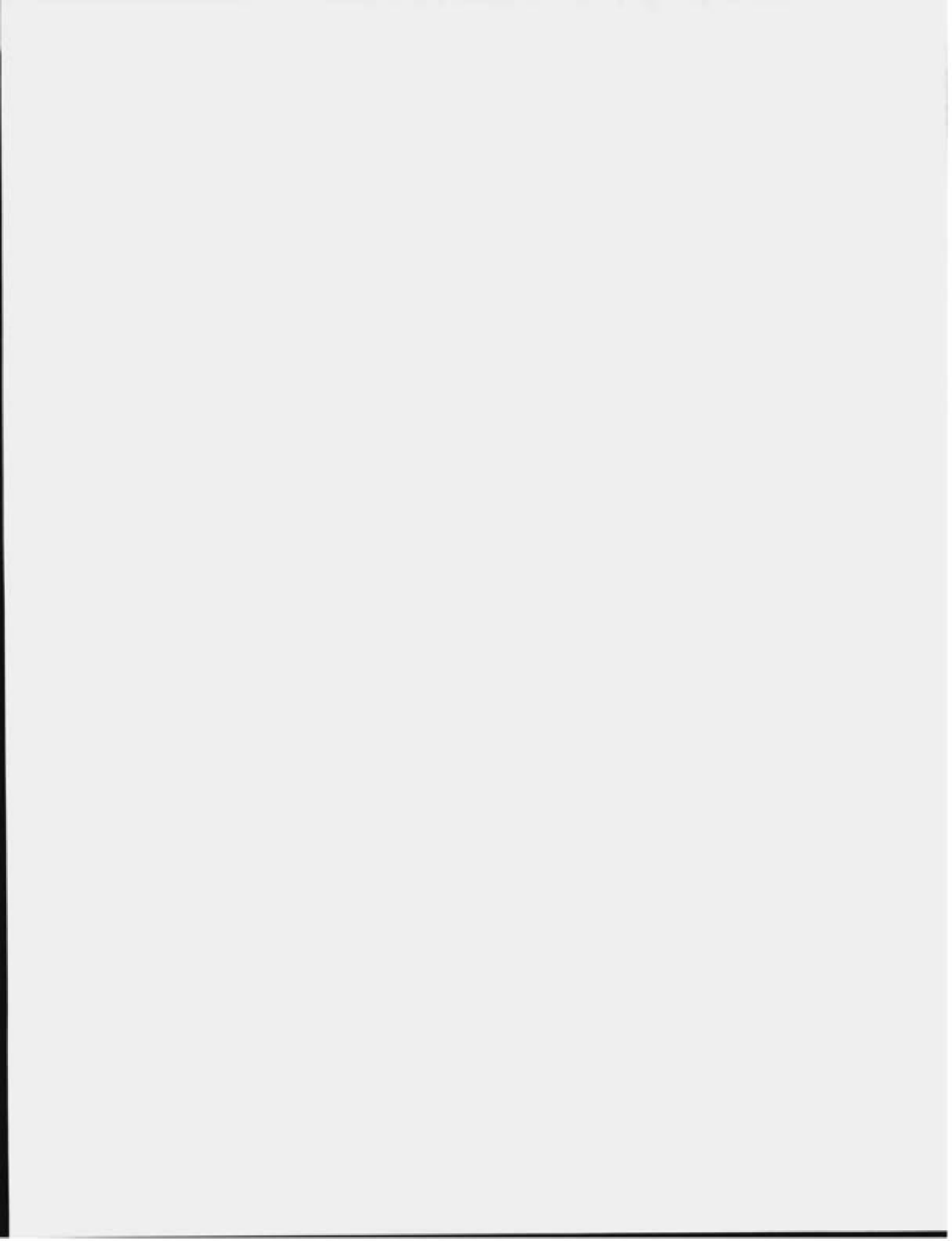
A TPA lab fee is mandatory for all teacher credential candidates and is attached to specific courses in the program.

Technology Fee

This fee covers the cost of usage of FirstClass email system, OhioLink online library, campus computers, printing and Internet usage.

Thesis or Project Completion Fee

The Thesis/Project Completion Fee is designed for students in the MAE, 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 document under this status must register and pay the Thesis Project Completion Fee during the quarterly registration period.



Registrarial Policies & Procedures

The Antioch University 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. 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 any 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 18 units. Full-time status for graduate students is defined as a minimum of 8 units (10 units for MAE) 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 7 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 program, full-time is 10 -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 (except for students in the BA Weekend College program).

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 accomplish the following:

- 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 Non-enrollment, below);
- work with the Advisor; or,
- make corrections necessary for Graduation, after the final quarter of residency.

Enrollment Maintenance Status entitles the student to a reasonable level of advisement during the quarter, as well as access to certain noncredit-bearing activities. On a Leave of Absence, in contrast, no advising is provided. Payment of the Enrollment Maintenance Fee (EMF) also allows the University to certify to other institutions or agencies that the student is participating in 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. Only one Enrollment Maintenance quarter per four-quarter period is allowed.

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, so students planning for Enrollment Maintenance should be sure to consult the Financial Aid Director for details.

Thesis/Project Completion Status

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

Leave of Absence

Students may take an authorized Leave of Absence (LOA) from Antioch for personal reasons any time after the first quarter of enrollment, without charge. This allows the student to leave school for a quarter, while still maintaining an official connection with the University. A Leave of Absence may not be used to complete unfinished coursework or document clinical training hours toward MFT licensure. The student may be on Leave of Absence for a maximum of two consecutive quarters. Absence from the program beyond that results in being withdrawn, and application for readmission is necessary to continue. Leaves of Absence are limited to two per four-quarter period. When registering for Leave of Absence, students must understand that any coursework remaining incomplete will default to No Credit. While on authorized Leave of Absence, the student 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 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 Santa Barbara.

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 with-

drawn, 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 Program Chair is needed for auditing. Instructors normally expect that auditing students complete all readings and participate in discussions. No written work is handed in; however, there is no evaluation. Students taking a course for credit are given preference over auditors in over-enrolled courses. Audited courses appear on the Antioch transcript only if the instructor certifies that the student was present in the class. If an auditor later wishes credit for the course, s/he must repeat the course.

Students registered full-time or half-time may audit any course with the consent of the Program Chair for no additional fee. Students on Leave of Absence who wish to audit must pay the audit fee. Alumni auditors and auditors who are not matriculating 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 may 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 Non-enrollment 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 applied as transfer credit. Units earned at another school while on Enrollment Maintenance do not count toward residency.

Occasionally, a student who has withdrawn from Antioch or is on Leave of Absence takes courses at other schools during the non-Antioch time, and wishes to transfer these units to Antioch when s/he returns. For students who re-enroll after a Leave of Absence or a period of withdrawal, and request credit for learning activities that occurred dur-

ing 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 \$10 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 University Santa Barbara 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 Antioch Santa Barbara Registrar's Office with a \$9 fee for each transcript requested or an \$18 fee per transcript plus narrative 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 \$9 (per transcript) or \$18 (per transcript plus narrative assessments) must be submitted to the Registrar's Office. Students who graduated in 1985 or before should send their request to the Antioch College 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 Antioch University Santa Barbara 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 University Santa Barbara. The final official academic file for students graduated or withdrawn prior to 1985 is maintained at Antioch College in Yellow Springs, Ohio.

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

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 campus. The student must have the approval of the Advisor, and must inform the Antioch Santa Barbara Registrar as far in advance as possible. The student registers at the Antioch 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 Dean of Academic Affairs may be helpful in facilitating details of transfer from one Antioch campus to another.

Academic Policies, Procedures & Services

Registration

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

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

Adding and Dropping

Classes and learning activities may be added or dropped without academic penalty during the first two 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 second week of the quarter students may not add activities, change 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 registered by the deadline. Students may withdraw from courses during weeks four - six and receive a pro-rated refund if the tuition status is changed. However, academically the courses will be considered attempted but not completed activity.

The two exceptions are the following:

1. Students may add or drop a Santa Barbara one-day seminar, even after the Add/Drop deadline, until the Monday before it takes place, provided space is available. The refund schedule still applies. The Registrar must be informed through a completed Add/Drop form which includes the signature of the student's Advisor. Los Angeles seminars open to Santa Barbara students must be added or dropped within the first two 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.

Apart from these exceptions, there are no adds or drops after the end of the two 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 who wish to receive graduate credit for an undergraduate course must fill out and submit a Graduate Study in and Undergraduate Course form with their registration card. These students are expected to achieve graduate-level performance in order to receive credit for an undergraduate course.

Undergraduate Students

BA Advisors may nominate exceptional students for enrollment in MAOM elective 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 may 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 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 MACP 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, MACP students may take MAOM and MAE courses on a space-available basis.

Enrolling for Prior Learning Activities

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

If the student does not complete documentation of the Prior Learning by the end of the quarter, the student must formally request an incomplete with the Evaluator. If the Evaluator grants an Incomplete, the student must submit the documentation by the assigned deadline. (Note: same policy as Incomplete Policy for current enrollment.) If the student registers only for Prior Learning activities, s/he also needs to register for Enrollment Maintenance. If the Incomplete is not finished by the next quarter, the student must re-register and pay again for the Prior Learning activity. Prior Learnings are transcribed when completed. The Add/Drop policy is the same as that for 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 two 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 Santa Barbara; and (2) if the course is central to the student's educational goals. Continuing Education courses are not acceptable as transfer units or concurrent learning.

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 University Santa Barbara. As a standard, graduate courses that will be more than five years old at the time of graduation are not transferable. In addition, students may take a course at another regionally accredited educational institution while enrolled at Antioch University Santa Barbara and request that those units be transferred to their program. To do this, the student submits a Petition for Exception to the Advisor who determines if the course is appropriate for transfer. The student then registers at the host institution, passes the course with a grade of "B" or better for graduate students, "C" or better for undergraduate students, and arranges for the course credits to be transferred to the Registrar's office.

2. **Concurrent enrollment.** Courses may be taken concurrently at another regionally accredited educational institution; however, students cannot receive Federal Financial Aid Concurrently at both schools. The student submits a Petition for Exception to the Advisor, indicating that this course is not offered at Antioch Santa Barbara and is central to her/his educational goals. The student officially registers both on the Antioch 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 Registrar's Office.

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 Santa Barbara, 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 their Advisor indicating the desire to take a course at the other campus. The Petition must be approved by both the Advisor and 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 meet the following criteria:

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

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

Academic Writing Skills

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

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 skills may enroll in BA writing classes on a not-for-credit remedial basis.

Computing Skills

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

All students in the MAE and MAOM Programs 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 within one week of the end of classes, so that credit can be recorded. The student is responsible for maintaining reasonable progress toward the degree. However, incomplete work is occasionally allowed, for good reason and with permission of the instructor. No faculty member is obligated to award Incompletes or to agree to evaluate student work after the end of the course (although some faculty agree to do so).

Faculty are required to notify students at the beginning of a course if they are unavailable to evaluate work after the quarter is over.

One Quarter Limit

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

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 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.

Academic Progress

Although Antioch programs offer students considerable freedom and courses are un-graded, students are expected to maintain established academic progress by completing work on time and at an appropriate standard of quality for undergraduate or graduate learning. Each program grants permission for late work in special circumstances, but incomplete work must be completed within the prescribed time. Overall educational quality is upheld through careful quarterly reviews of the student's academic progress. Students whose evaluations indicate continuing academic problems, or students with excessive incomplete work, are contacted by the Advisor or Program Chair to discuss the problem. Probation, remedial work, or a period of withdrawal from the University may be recommended or required, but only after consultation with the student and after consideration of the individual situation. The faculty

works closely with students to maintain satisfactory academic progress and to achieve their educational goals. Students in graduate programs have five years from the original date of matriculation to complete their degree. This five-year clock includes periods of Leave of Absence, Project Completion, Enrollment Maintenance, and withdrawal.

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 probationary status when required criteria have been met. 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.

Satisfactory Academic Progress (SAP)

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

Graduate Students

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

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

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

Undergraduate Students

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

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

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

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

Consequences of failure to maintain satisfactory academic progress

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

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

The Process

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

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

Financial Aid Probation

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

In addition to written notification from the Registrar, students receiving Title IV federal aid will receive a financial aid notification letter with the explanation of consequences for not meeting the Progress Probation requirements.

The student's financial aid notification letter will inform the student of their Satisfactory Academic Progress Probation status and the loss of financial aid eligibility if the requirements as set forth by the Registrar are not met. Generally, students have the balance of the term to remedy the problems that resulted in Satisfactory Academic Progress Probation.

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

Federal Work Study

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

Denial

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

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

Consequences of Denial

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

Re-establishing Eligibility

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

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

Appeal Process

Any student denied financial aid that can prove special cir-

cumstances pertaining to his/her case, may appeal the decision denying aid to the Financial Aid Appeals Committee. A student's appeal must be filed within 30 days of notification that aid eligibility has been lost, and it must be made in writing to the Director of Financial Aid. The appeal may not be based upon a student's need for the assistance or lack of knowledge that the assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition which prevented the student from earning credit in one or more of his/her courses, or which necessitated that the student withdraw from classes. Students will be notified in writing of the Committee's decision of their appeal within 30 days of receipt of their appeal. The decision of the Financial Aid Appeals Committee is final. Under no circumstances will financial aid money be held in reserve for students who have had an award suspended.

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.

Waiver for Special Circumstances

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

Academic Probation

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

- 6 units (BA), 2 units (MACP), 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 Advisor, Chair, or Dean of Academic Affairs notifies the student of her/his Academic Probation status. It is the student's responsibility to respond promptly by scheduling a meeting with the Advisor, Chair, or the 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 completing and/or retaking the Educational Foundations successfully. MACP students placed on Academic Probation could have their approval to enroll in a clinical training placement delayed. MAOM and MAP students could have approval to enroll for master's document units delayed. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

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

The student is removed from Academic Probation at the Advisor's, Chair's, or Dean's discretion, when in the Advisor's, Chair'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 established by the American Psychological Association, the American Association of Marriage and Family Therapists 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. In the MAE/TC Program, a Problem Identification Form is completed, and a process of working toward stated goals for student teaching or removal from the school setting is initiated.

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 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 are also 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 non-graded credits are accepted for transfer to other institutions. (Note: Students planning further graduate work should verify 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, instructors evaluate student work using a form called the Evaluator Learning Assessment. The Evaluator designates Credit Awarded, Credit Not Awarded, or Incomplete for the learning activity and provides a narrative in which the student's learning is evaluated relative to expectations stated in the syllabus for the learning activity. Instructors submit the Evaluator Learning Assessment to the Registrar. The Registrar records the assigned designation for the learning activity and places the assessment in the student's file in the Registrar's Office. The Registrar also returns a copy of the assessment to the student, generally placing it in the student's mail file along with work submitted for the course. 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 need for improvement.

If a student receives a Credit Not Awarded designation, the student must repeat the class in order to earn credit. It is preferred that students repeat the course with a different instructor. However, if this is impossible, the student may petition the faculty to repeat the course with the same instructor. If the course is not offered prior to the student's projected date of graduation, the student may petition the Advisor to take the course as an Independent Study.

If a student receives an Incomplete, s/he must complete the coursework satisfactorily by the date specified by the evaluator; if no date is specified, the due date defaults to the last day of the next quarter. Failure to complete the coursework by the due date results in a loss of credit for the course. If the student disagrees with the instructor's evaluation, the first step is for the student to discuss the evaluation with that instructor. If the student remains dissatisfied with the evaluation, the evaluation may be appealed by petitioning the Core Faculty to review the evaluation. The Core Faculty assigns an ad-hoc committee to review the fairness of the evaluation. It is recommended that every student keep personal copies of all assessments and other official academic materials until after Graduation.

Unofficial Grade Equivalents

Antioch's learning activities are un-graded. Grades never appear on transcripts, and a grade point average is never calculated. Antioch University transcripts list only learning activities for which credit has been awarded. For most Antioch classes, students may, if they wish, approach the instructor during the first three weeks 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 MACP 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 all lecture courses, a written mid-quarter feedback procedure is used, providing a way for students to communicate with the instructor anonymously about the course while it is still in progress. Written evaluations, along with discussions with student representatives, provide outlets for communication and feedback to the Program Chair.

Exceptions

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 determined. Rulings on all petitions may be appealed to the Dean of Academic Affairs.

Student Services & Facilities

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 to 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.

Bookstore

Antioch University Santa Barbara uses MBS Direct, an online company located at www.mbsdirect.net, for its bookstore. Books can be purchased four ways: online, by phone, by fax, or by 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 offers a textbook buyback program. In addition to textbooks, some Antioch courses utilize compilations of journal articles and book chapters, collectively bound as custom course readers. In some programs, these readers are available for students to purchase during the first week of the quarter on campus. Readers can also be picked up at The Alternative Copy Shop, 209 E. Anapamu, Santa Barbara, 93101 (805-963-7731).

Services for Students with Disabilities

Antioch University Santa Barbara 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 students with documented 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 the institution's ability to meet them. These include, but are not limited to auxiliary aids/services such as audio taping of courses, extended time for assignments, and priority registration. Accommodations and types of service vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical or psychological documentation. Arrangements for auxiliary services/aids are available through the Dean of Academic Affairs.

Any disabled student requesting accommodations is responsible for contacting 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.

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 collection of computer self-training materials. Additional computer work stations are available on campus for students to use when the classroom is used for classes. The Technology Classroom provides access to the Internet, with access to the World-Wide Web, First Class, Telnet, and the OhioLink electronic library system. Through these services, students can access 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 should submit their receipt to the Fiscal Office to receive a credit on their student account for the amount of the library card. A valid UCSB Library card is required for students in the MAE program.

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

On-Line Library and OhioLink

Antioch Southern California is expanding its online resources. Students and faculty in all programs have access to OhioLink, an on line service that catalogs books and articles. There is some full access text as well. Antioch's goal is to continue to expand its on-line library and internet resources over the next years.

The Ohio Library and Information Network, OhioLINK, is a consortium of Ohio's college and university libraries and the State Library of Ohio, where Antioch College is located. Serving more than 500,000 students, faculty, and

staff at 80 institutions, OhioLINK's membership includes 17 public universities, 23 community/technical colleges, 39 private colleges and the State Library of Ohio. OhioLINK serves faculty, students, staff and other researchers at member institutions via 120 campus-based library systems and networks, and the Internet. OhioLink is an Antioch university-wide library system that gives students access to electronic research databases and full text services to which Antioch subscribes. Access is available on and off campus; however, access to all databases is only guaranteed on campus. Instructions for access are given during orientation sessions.

International Student Services

International students are valued members of the Antioch student body. The Department of Justice provides approval to Antioch University Santa Barbara for attendance of nonimmigrant students. Students from other countries who are studying at Antioch University Santa Barbara on student visas are obligated to follow designated federal requirements in order to stay in compliance status with the U.S. (United States) Department of Homeland Security.

A selected group of staff members in the Admissions Office and the Registrar's Office serve as Designated School Officials who are empowered to issue and sign I-20's for admission and for travel outside the United States. Visa services are not provided but the institution will vouch for student status. F-1 visa students are not eligible to apply for financial aid through state and federal government agencies. However F-1 visa students are able to research external grants and scholarships programs that may be available through privately funded sources outside of and independent of the University.

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

1. after initial admission or re-admission to the University,
2. before considering any registration status other than full-time,
3. when seeking assistance and information in cases of financial or medical emergency,
4. when contemplating travel outside the United States,
5. after the conclusion of the student's program of study and,
6. regarding any questions about visas, extensions of stay, curricular or post-degree completion practical training, transfer of schools or academic programs, or change of immigration status.

Veteran's Advisor

Antioch's Veteran's Advisor is available to assist students who have served in the military or who are attending Antioch on the GI Bill or any other government programs related to military service.

Student Health Insurance

Antioch does not sponsor health insurance for students. However, health insurance—priced reasonably for students—is available, and informational 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 lounge area—green for BA students, purple/red for MAE students, yellow for MA Clinical Psychology students, red for MAP-IC students, and blue for MAOM students. 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. Most forms are also available on the Antioch website at www.antiochsb.edu.
Student Organizations

Students may also wish to be involved in on-campus activities in addition to their academic work. Opportunities for this experience include Student Council and the Odyssey (student literary journal). In addition, there are two student representatives to the MAE/TC Advisory Committee and one student representative on the campus Technology Committee. The Campus Council of Santa Barbara seeks to enhance student representation in campus governance.

Voucher Fund

Antioch's Voucher 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 resources available. A valid UCSB Library card is required for students in the MAE program.

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 third 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 monies for the quarter, and informs the student of the portion that can be credited, if any. Any credit is deducted from the student's tuition bill for the following quarter.

The Building and Physical Facilities

Antioch University leases the facilities at 801 Garden Street. The lease specifies the entire first and second floors for normal office and academic use and for student life. The administration and faculty appreciate student cooperation with terms of the lease.

Parking

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

On-Site Garage Parking

Students may park in the basement garage accessed off Garden Street **only after 5:30 p.m. weekdays and all day on weekend**. During the day, your car will be towed unless a valid carpool permit is displayed at all times.

De La Guerra Street Garage

A parking garage is located adjacent to Antioch and is accessed via De La Guerra Street. **If you park in this lot, your car will be towed without notice. The parking in this Garage is for other tenants in the building.**

Street Parking

Street parking is available in the vicinity of the campus. Pay attention to the street signs.

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

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

Alternative Parking: Students may choose one of the following:

Carpooling

Students who drive to campus with two or more riders (including driver) are eligible to park in the underground on-site garage. If you wish to pursue this option, please fill out a car pool application form. Forms are available at the front desk. Please include all names and car information on the form. Please return the completed form to Melissa Walker, via her mailbox. License numbers are checked in the parking lot. Any cars not registered through Melissa will be towed without notice.

Bus Passes

Antioch has bus passes to distribute to students, faculty or staff who use this method of travel to and from campus. See Linda Hackett, Fiscal Officer, room 111, to request a pass.

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, room 111. She will provide you with a contract to sign and will credit your student account for \$60 per quarter. You must sign a contract for each quarter.

Commuter Parking Lot

Antioch has limited parking available 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). If you are interested, contact Nicki Sanders in room 117, or leave a note in her mailbox requesting a Cota Street parking application form.

Campus Security Act of 1990

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

Antioch Alumni Association

Antioch's alumni are an important networking group for students as they consider options for further graduate study and career placements. All graduates of Antioch Santa Barbara are automatically included as members of the Alumni Association.

Student Life

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.

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 individuals members of the community and to provide a mechanism for due process. Students are expected to abide by the University's rules and regulations, uphold principles of academic honesty and integrity, and act in a fashion that preserves the rights of others. Further, students in professional training programs are expected to follow the ethical code of their particular profession.

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

Student Conduct

Students are expected to treat each other with respect, to contribute to the learning community of the university, and to abide by all policies related to student conduct.

MAE/TC students should consult the Student Teaching Handbook for issues related to student conduct in school placements. For MACP students, the Clinical Training Handbook includes professional codes of ethics governing work in clinical training placements; students are responsible for following these codes. Students may face sanctions including academic probation, conduct probation, suspension, and/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;
- Use or sale of illegal drugs;
- Possession or use of explosives or deadly weapons on campus;
- Destructive behavior on University property;
- Repeated behavior problems that interfere with the functioning of classes, learning activities, or the University;
- Violation of University policies; or
- Any action that violates the purposes of the University or the rights of those who comprise the University.

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

- 1) The Chair, Dean, or Provost will consult with appropriate parties, including the student and others including, but not limited to, the instructor, Chair or faculty, Dean and/ or Provost.
- 2) The student will be notified within 30 days of the outcome of the investigation. Disciplinary action

Questions which arise about student's 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 to the Program Chair a course of action to be taken. 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, or other consequences up to dismissal from the MA program.

MAE/TC student teachers must conform to ethical conduct of the profession as well as perform acceptably for their classroom placement. When concerns are expressed by a university supervisor or a cooperating teacher, the following procedure is followed. The Director of Student Teaching is notified, and a three-way conference between the supervisor, student teacher, and cooperating teacher is held. During this conference, a Problem Identification Form is used to state the offending behaviors and establish specific behavioral goals for improvement. A date is determined by which the student teacher must have met the stated goals or have made adequate progress toward them. Communications between all parties is ongoing, and the Director of Student Teaching makes a final determination about the student's continuation in student teaching. The Program Chair is consulted, and action is taken by the chair if the Problem requires action to counsel the student out of either the program or the teaching profession.

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

Confidentiality of Student Information

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

- the student;
- faculty and staff who must see the records in order to perform their jobs;
- appropriate State and Federal agencies who, under the law, are entitled to have access to University records;
- other institutions, in connection with an application

for or receipt of financial aid;

- accrediting associations in the performance of their accrediting functions; and,
- those with a judicial order or subpoena, if the student is notified of the order of subpoena before Antioch complies with it.

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

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

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

Further details about FERPA include 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 being 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.

Discrimination Policy

Antioch University reaffirms that it is the intent of the institution to create an atmosphere free from discrimination related but not limited to gender, ethnicity, race, sexual orientation, religion, physical disability, and/or age. Students who feel they have been subject to such discrimination have several options. The student may choose to talk informally with the person perpetrating the discrimination in the hopes of stopping the behavior. The student may choose to discuss the issue with an Antioch faculty or staff member. An Antioch employee with whom a student speaks about an act of discrimination is legally required to inform the University administration. In addition, the student may contact the Dean of Academic Affairs directly and may file a formal complaint. The Dean will respond to

the complaint promptly and equitably. The rights of confidentiality of all parties will be respected in so far as possible. There will be no reprisal or retaliation against individuals for bringing complaints of discrimination or reprisal against any individual accused and found not in violation of this policy. An individual found in violation will be subject to appropriate sanctions depending on the circumstances, from a warning up to and including dismissal from the University and/or termination of employment.

Dual Relationships Policy

Dual relationships between students and faculty/staff/administrators are potentially problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. Dual relationships include, but are not limited to, business associations, consensual sexual relationships, and psychotherapeutic relationships. These dual relationships are particularly problematic when either party is in a position to evaluate the other's academic or professional performance, or to exercise judgment in the application of a university policy or procedure. If an evaluative relationship exists between a student and a faculty/staff/administrator and if a dual relationship is entered into by a faculty/staff/administrator with a student during this period, the faculty/staff/administrator will be considered to have seriously breached professional ethics and standards of appropriate conduct and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination. If a dual relationship exists prior to either party entering the learning environment, it is the responsibility of the faculty/staff/administrator to take steps to insure that neither party has an official evaluative relationship with regard to the other, and to inform his/her supervisor of the relationship so that work assignment may be made in such a way as to avoid compromising the learning environment. Failure to appropriately acknowledge dual relationships will be considered a serious breach of personal and professional ethics and standards of conduct and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination. In cases of dual relationships involving students and faculty, the Dean of Academic Affairs or designee will review the circumstances and will make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the President. In cases of dual relationships involving students and staff/administrators, the President or designee will review the circumstances and will make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined, and these sanctions may be appealed to the University Chancellor.

Sexual Offense and Sexual Harassment

Antioch University 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, Provost, 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 com-

plaint 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 the University policy and California state law that no individual will be subject to retaliation for opposing sexual offenses, filing a complaint, testifying, assisting, or participating in any manner in an investigation.

Grievance Procedures

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

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

Minors on Campus Policy

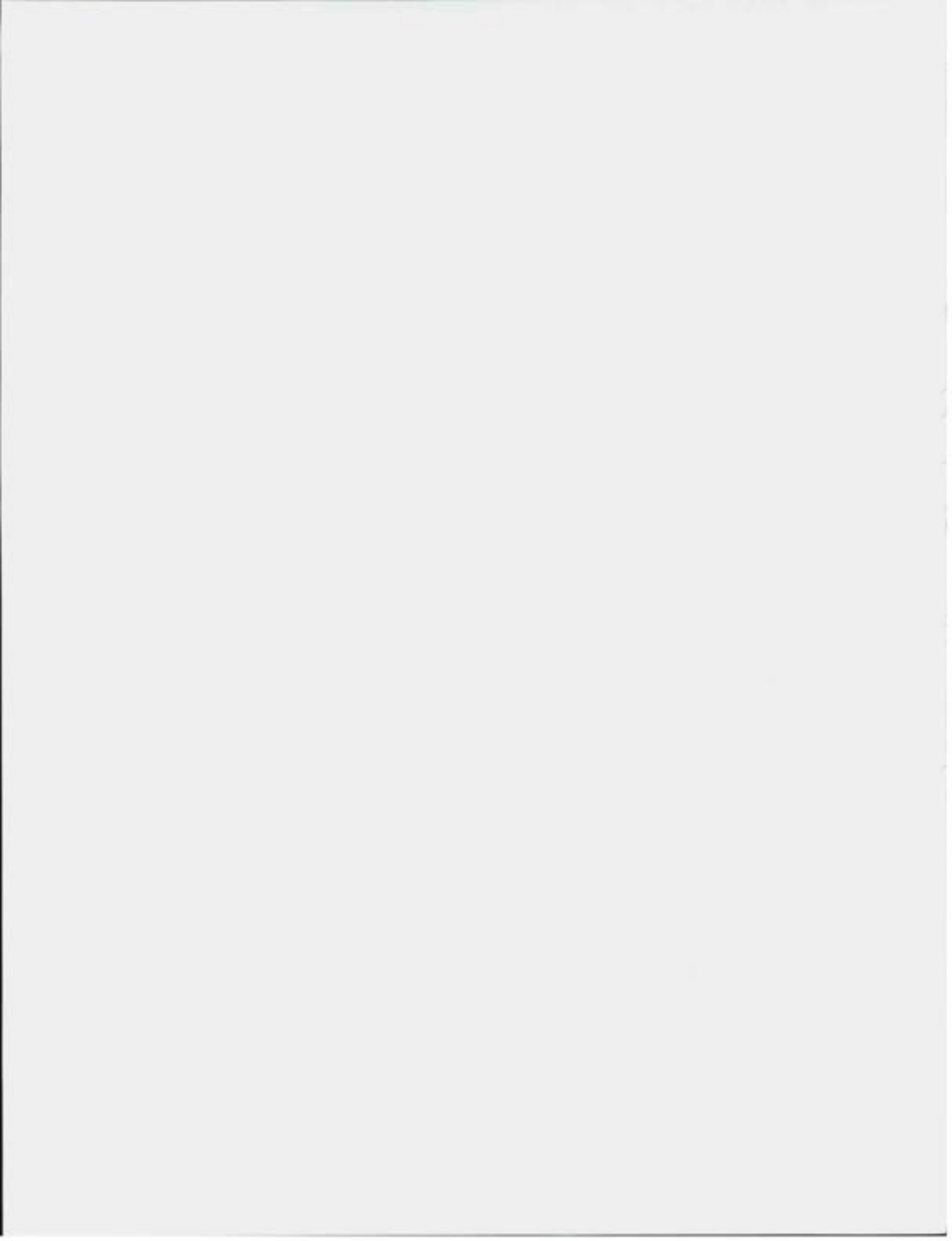
Antioch University is a family friendly campus and understands that parents may face challenges in balancing child-care and work or schooling. While Antioch supports the challenges of adult learners and working parents, the option of bringing minors to campus on an ongoing basis is not considered an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

- A. Antioch University is an adult educational environment in which discussion is central to learning. Our contractual obligation with students is such that we must provide that environment. The presence of minors in the classroom environment violates the express contract we have with each student. Therefore, minors are not allowed in the classroom.
- B. Due to safety concerns, insurance liability and past disruption of academic activities, Antioch University does not allow unsupervised minors on campus. For example, when students drop off or pick up forms or other documents, check their mailboxes, or meet with staff or faculty, they should not leave their minor children unattended in any area or department on campus. Employees should never be asked to watch minors. Campus property includes classrooms, administrative offices, computer labs, student lounges, parking lots, balconies, courtyard areas and/or any facility under the contractual obligation and supervision of Antioch University Southern California. Likewise, minors must not be left alone in parked vehicles.
- C. Minors are not allowed in the computer lab (Technology Classroom) under any circumstance and are not allowed to use student computers. The computer lab is a service to students, not a public space, and it is not an appropriate environment for minors (e.g. due to internet access issues).
- D. Individual adults found to be in violation of this policy will be asked to leave campus. Repeated violations will result in disciplinary action, which may include probation, suspension, or dismissal/expulsion.

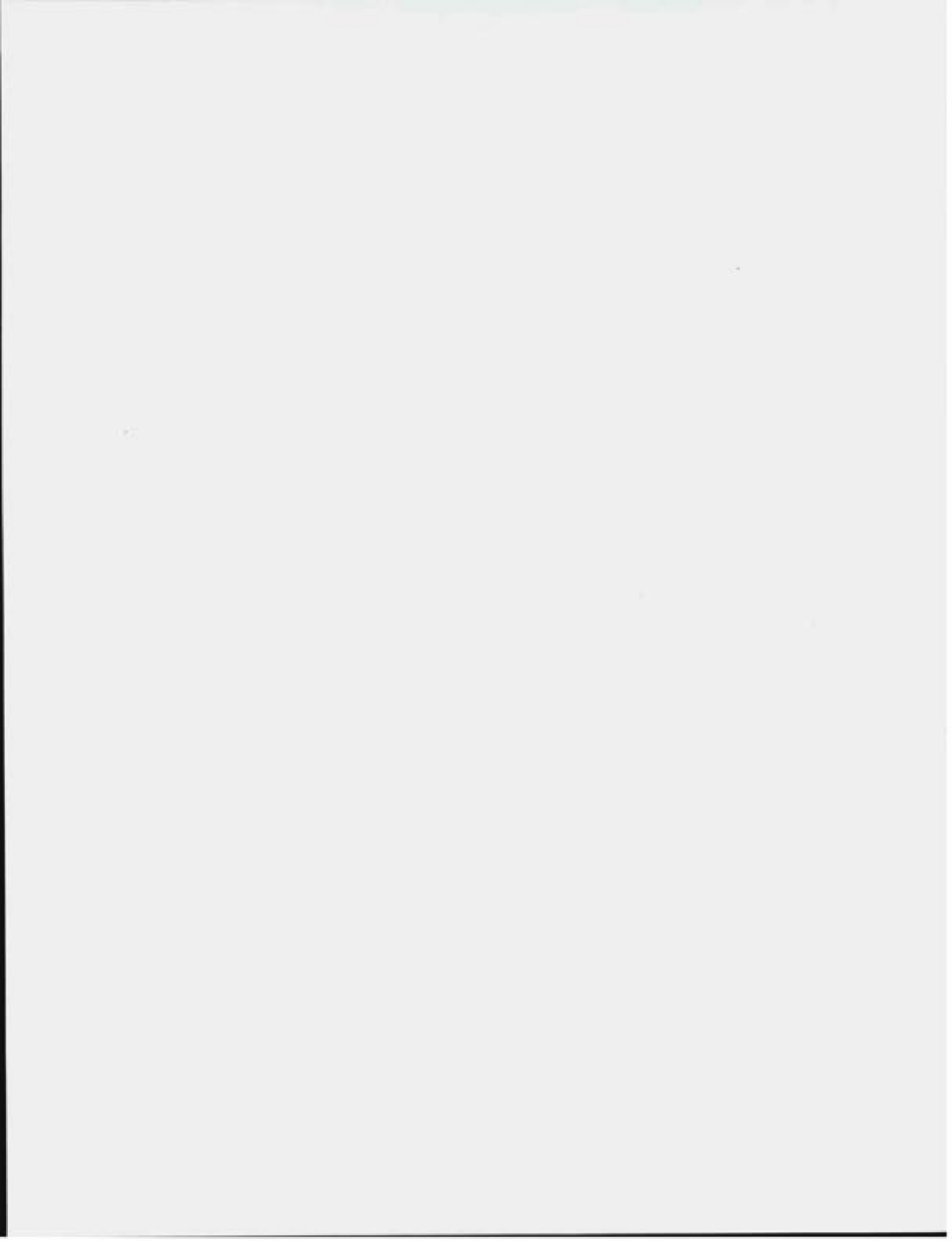
Human Subjects Review Policy

Antioch students regularly engage in research projects as part of their degree programs. The Human Subjects Review Committee is responsible for reviewing all research protocols that involve the use of human subjects. Charged with implementing University policies that are based on federal regulations and State laws, the committee is composed of faculty members and consultants representing special subject populations.

The committee works to maintain the federal assurances that govern the use of human subjects in research conducted by Antioch University Santa Barbara faculty and students, handles special problems, and participates in audits. Faculty and students wishing to conduct research with human subjects should contact the Academic Dean's Office for policies and procedures.



Degree Programs



Bachelor of Arts in Liberal Studies

Introduction

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, online 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. Typically, 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 University, 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 either in the classroom or online. Classes, mostly upper-division, usually meet three hours weekly and extend over 10 weeks. For every hour spent in class, approximately two hours per week of non-classroom learning such as field work, data collection, reading and/or writing are also expected. 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 23-25 hours of non-classroom learning are also expected. Some seminars may require papers whereas others may require more reading or an experiential project. The instructor determines what the 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, practica, independent studies, and concurrent learning allow students to:

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

Internships and practica are field-based learning activities which take place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship/practicum 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 and practica focus on five primary goals:

- to allow students to provide service to the community.
- to provide students opportunities to apply classroom learning to community problems.
- to allow students to learn new theoretical ideas in experiential contexts.
- to expose students to "real-life" social conditions of various work places and populations.
- 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 Prior Learning took place before the student entered Antioch (even though it is being reconstructed, documented and credited "now"). Most adult students enter Antioch's program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities. Crediting Prior Learning is based on the assumption, increasingly accepted in higher education, that a great deal of college level learning 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 non-credit workshop entitled "Prior Experiential Learning Workshop" before beginning the documentation process. (See "BA Course Description" section for a full description of this class).

Degree Requirements

Because each Antioch BA student's educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations 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):

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

5. Experiential Learning Requirement:

At least 6 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 36 units and may not exceed 60 units.

7. Educational Foundations and Academic Planning Class Requirement:

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

8. Enrollment and attendance in the Capstone seminar during the student's final quarter of enrollment:

A passing evaluation for the seminar.

9. Other Requirements for BA Planning:

Several other requirements apply for BA Program planning:

- A) No more than 24 units may be evaluated by a single evaluator.
- B) No more than 20 units may be earned in any single outside setting such as an internship site.
- C) No more than 5 units may be included in any one Prior Experiential Learning activity.

The Bureau 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 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:

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

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 an 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 14 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 (6 units 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 these 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
- **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, and either 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 LBS 303A, 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 36 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 student's approved plan. 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 pro-

fessions 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 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

COM 310	Academic Writing
COM 312A	Advanced Academic Writing
COM 317	Language of Film
COM 356	Dyadic Communication
COM 358	Group Dynamics
COM 352	Public Speaking
COM 350	Mass Media
PSY 344	Social Psychology
COM 355	Intercultural Communication
COM 313	Creative Writing or
COM 318A	Creative Writing: Reinforcing Confidence or
COM 319	Creative Non-Fiction Writing
PSY 343	Theories of Learning and Cognition
COM 396	Directed Studies in Communication (3 units)

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 36 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
COM319 LSB339	Creative Non-Fiction Writing Personal Journal: Literature & Self Discovery
COM396	Creative Writing Project I (Min. 3 units)
COM396	Creative Writing Project II (Min. 3 units)
COM359	Writing & Literary Theory
COM310	Academic Writing
COM312A	Advanced Academic Writing
COM358	Group Dynamics
LSB332	Varied Visions: The Outsider in American Literature (or LBS338 Love & Conflict in Modern American Literature)
Com317	Language of Film

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

MGT 368	Principles of Management
MGT 367	Ethical Issues in Contemporary Society
MGT 364	Human Resource Management
MGT 362	Management Information Systems
MGT 361	Global Economics
MGT 366A	Marketing Principles and Applications
MGT 365	Strategic Planning
MGT 369A	Budgets and Finance (pre-req: Accounting may be met through MGT 201 Accounting Principles and Practices)
MGT 347	Public Policy
COM 358	Group Dynamics
MGT 363	Organizational Behavior
COM 355	Intercultural Communication

Internships

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

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 cohort model in which students who qualify may complete their degree in 6 full-time quarters (or 12 half-time 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.

The BA Weekend College is a closed-cohort model, admitting students in the fall of each year. The maximum enrollment in each cohort is 15 students. 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

COM W310	Academic Writing
COM W358	Group Dynamics
MGT W368	Principles of Management
LBS W367	Ethical Issues in Contemporary Society
MGT W372	Diversity in the Workplace
LBS W348A	Survey Research and Statistics
MGT W347	Public Policy
MGT W366A	Marketing Principles and Applications
MGT W363	Organizational Behavior
MGT W364	Human Resource Management
MGT W373	Technology and Business
LBS W356	Business in Literature
MGT W361	Global Economics
LBS W349W	Experimental Design and Statistics
PSY W344	Social Psychology
MGT W365	Strategic Planning
LBS W303A	Service Learning in the Community
MGT W369A	Budgets and Finance (pre-req: accounting)

Integrative Seminar

In addition to the courses listed above, each student must take MGT W371 Integrative Seminar and Management Applications each quarter. With this course, students in the Weekend College have the ability to integrate work experience into their academic program. Up to 36 units can be earned by applying course concepts in the student's work environment.

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 his-

torical, 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 required 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 36 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

General Psychology

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
LBS345	Ethical Issues in the Contemporary Society
PSY345	Community Psychology and Social Change

One of the following:

COM356	Dyadic Communication
COM355	Intercultural Communication

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.

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

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

Three (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.

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

LBS 339	The Personal Journal: Literature and Self Discovery
LBS 332	Varied Visions: the Outsider's Experience in American Literature or

LBS 338	Love and Conflict in Modern American Literature
LBS 378	Racism and Sexism in America or
LBS 331	Multiculturalism and American Politics
LBS 345	Environmental Studies/Ecology
LBS 379B	Concepts and Values in Modern Multicultural Society
LBS 346	Africa in World History
LBS 370B	Social Movements
LBS 377	The Latino Community in American Society
LBS 382	The Inner Landscape of Art

Students must select one of the following three courses:

PSY 343	Theories of Learning and Cognition
PSY 340	Theories of Personality
PSY 344	Social Psychology.

Students must select one of the following four courses:

MGT 368	Principles of Management
MGT 366A	Marketing Principles and Applications
LBS 367	Ethical Issues in Contemporary Society
MGT 363	Organizational Behavior

Students must select one of the following three courses:

COM 356	Dyadic Communication
COM 358	Group Dynamics
COM 355	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 (see section on Admission/ Graduate Programs, MAE/TC) and gain provisional acceptance into the MAE and Teacher Credentialing Program (MAE/TC) if s/he also meets other, standard requirements. The student must have:

- (1) 28 or less 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 TC program courses may apply credit toward their BA degree during Quarters One and Two of the TC program. Courses offered after Quarter Two, however, cannot be credited towards the BA degree; instead they are credited toward the MA in Education degree.

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

- Recommendation of MAE/TC core faculty member
- Awarding of BA degree
- Successful completion of quarters 1 & 2 of MAE/TC coursework
- Advancement to student teaching (end of second quarter)
- Registration for or Passage of the CSET (Taking the CSET prior to beginning work in the first quarter of the MAE/TC program is strongly recommended; passing is required prior to student teaching in the third quarter.)

Master of Arts in Education & Teacher Credential Curriculum

Summer Quarter 1

HDV455* Child Development & Learning (3 units)

HDV458A*	Language Development and Acquisition (3 units)
TEP536	Foundations of Social Justice Education (4 units)
TEP537	Mediation and Conflict Resolution in Schools (3 units)
TEP601A	Social and Legal Dimensions of Special Education (2 units)

15 MAE/TC Units Total - Quarter 1

Fall Quarter 2

TEP505	Reading Instruction in Elementary School (3 units)
TEP507	Real World Mathematics (3 units)
TEP533	Field Practicum (3 units)
TEP538	Theory and Practice of Classroom Organization (3 units)
TEP601B	Teaching and Accommodating Students with Disabilities (1 unit)

13 MAE/TC units Total - Quarter 2

*Prerequisites to admission to MAE

2 Quarters = 28 MAE/TC Units

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 through their faculty advisor, who, in consultation with the Program Chair and 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:

Classification	Completed Units
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 their faculty advisor to explore these options.

Acceptable Grades for Transfer Credit

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

Quarter and Semester Units

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

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

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

Accredited Institutions

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

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

Antioch does not accept credit from institutions not accredited by one of these six regional accreditation bodies, even when an institution is certified or authorized by a national organization or by the state in which it operates. Antioch also cannot accept credit from institutions with candidacy for accreditation or probationary accreditation status. (Exception: A student holding an RN degree from a

National League of Nursing approved program may be eligible for transfer credit despite lack of regional accreditation. Transfer policies concerning nursing units are explained below.)

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

Courses in Transfer

Remedial, Vocational, and Technical Courses

Antioch cannot accept remedial, vocational, or technical courses for transfer toward the liberal arts BA, since these do not represent college-level learning. The following standards are used by the Registrar's Office in determining which courses fall into these categories. Remedial courses are courses with content appropriate to a high school or pre-college level of learning. Examples of remedial courses include Reading and Comprehension, Study Skills, Remedial English, and certain elementary math and science courses. Vocational courses are courses 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 of independent studies and internships; obtaining voucher fund money; preparation for graduate study; and developing 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 an Advisor approves a BA student's study at another institution for units not needed for residency, the student registers for the course(s) at the other institution, during the given quarter. If the student passes the class with a grade of "C" or better, the units are simply transferred to Antioch and are transcribed as transfer credit.

If units to be earned during concurrent enrollment have been approved to fulfill Antioch residency requirements, the student must register for the units both at Antioch and at the other institution. 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

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. This can be done by enrolling in any of the academic writing courses 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. One exception is that Early Deciders in the MAE/TC Program need to complete the Capstone Seminar in the final quarter before beginning the MAE/TC curriculum. 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 learning. 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 and the Fiscal officer.
2. Candidacy status must be approved by the Advisor and the Registrar's Office. At this point the student knows that s/he may graduate as planned upon completion of the final quarter work and any remaining Prior Learning and Incompletes.
3. Incompletes: If any academic work that is needed for graduation remains Incomplete by the first day of the following quarter, the student must delay graduation and enroll on Enrollment Maintenance Status, paying the Enrollment Maintenance Fee to finish the Incompletes. 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 maximize entrance to desired programs. BA students interested in attending a particular graduate program after Antioch should be sure to investigate that school's policy on transfer of credit for Prior Learning in order to plan an appropriate Antioch program. Graduation from Antioch's BA program does not guarantee admission into Antioch's graduate programs. The following information, however, may help Antioch BA students determine how best to prepare for these programs.

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

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

- Take basic psychology courses (especially Child Development, Abnormal Psychology, Theories of Personality) and receive satisfactory or above evaluations.
- Acquire experience in counseling or some similar role.
- Acquire experience as a client in psychotherapy.
- Work on writing skills throughout the undergraduate

program.

- Obtain at least one letter of recommendation from an Antioch faculty member who knows them personally (Core Faculty is best).

Antioch Santa Barbara's Master of Arts in Organizational Management (MAOM) Program

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

An Antioch undergraduate student can apply and gain early acceptance in the Master's of Arts in Education and Teacher Credentialing (MAE/TC) Program if he/she also meets other, standard requirements. The student must have 28 or fewer upper-division undergraduate units remaining to complete the BA degree and complete most or all of the general studies requirements. Accepted Antioch undergraduates can apply MAE/Teacher Credentialing Program course credit toward their BA degree during quarters one and two of the MAE/TC Program. Courses offered after quarter two, however, cannot be credited towards the BA degree. Instead, they are credited toward the MA in Education degree. Undergraduate students must complete their BA degree prior to beginning their full-day student teaching. (For further information, see the MAE/TC section of this catalog.)

Graduate Programs at other Antioch Campuses

Many graduate programs are available at other Antioch University campuses. Master of Arts degrees are offered in Education, 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 is offered with concentration in Liberal and Professional Studies. In addition, the McGregor School offers Master of Arts degrees in Conflict Resolution and in Management and a Master of Arts in Education. It is also possible to obtain teacher certification at the McGregor campus.

At the Seattle campus a Master of Science degree in Management is offered, as well Master of Arts degrees in Education, Environment and Community, Psychology, Organizational Psychology, and Whole Systems Design. An MA degree in Education and teacher certification are also available at the Seattle campus. A Psy.D. degree (doctorate in Psychology) is the latest addition to the Seattle degree offerings.

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.

Antioch University offers a Ph.D. in Leadership and Change involving online study in between periodic residencies.

Bachelor of Arts

Course Descriptions

Liberal Studies Courses

LBS 302 Educational Foundations and Academic Planning

3 units

The major goal of this course is to familiarize the student with the history, philosophy, policies, and purposes of the undergraduate degree program at Antioch University Santa Barbara. It provides an orientation to the specific student-centered learning program available at Antioch Santa Barbara. From a basis of their transferred units, students learn to plan and take responsibility for the completion of their degree. This course also introduces the student to the Core Purposes of a Liberal Arts Education at Antioch Santa Barbara: critical thinking; creative thinking and problem solving; communication skill development; understanding diverse perspectives and the contemporary world; self-awareness; and competence for personal and professional pursuits. Special emphasis is placed on the development of college level writing skills and critical thinking.

LBS 303A 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.

LBS 308 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.

LBS 331 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.

LBS 332 Varied Visions: The Outsider in American Literature

3 units

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

LBS 338 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 stereotypical 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.

LBS 339 The Personal Journal: Literature and Self-discovery

3 units

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

LBS 342 Computer Concepts and Applications

3 units

This course provides 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.

LBS 345 Environmental Studies/Ecology

3 units

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

LBS 346 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 ana-

lyzed 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.

LBS 348A 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.

LBS 349A Experimental Design and Statistics

3 units

This course provides an in-depth look at experimental and quasiexperimental 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.

LBS 351 Diversity and Cultural Awareness

Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships. Any single aspect of community affects the whole. Some may argue that the comfort of distance between people in the community is diminishing rapidly and causing a clash of lifestyles. Others would say that the community is coming together to redefine and improve itself. What are the levels and spheres that make up a diverse community? What role does awareness of diversity and culture play in the life of the community? This course is designed to generate responses to these questions. Professionals, activists, families, and private citizens who are part of this community have been invited to participate in a series of colloquia to share their knowledge, experience, and opinions with the class and community members.

LBS 370B Social Movements

3 units

This class focuses on U.S. social movements, including revolutionary movements, in which loosely organized groups of people challenge social norms and values and/or established political and social order, often defying established rules of behavior and bypassing traditional institu-

tional 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.

LBS371W Special Topics in Liberal Studies: Online Communication and E-library Research

1 unit

This one day seminar introduces students to two integral University-wide systems for online communication and electronic library services. Students learn to use Antioch's electronic communication system (First Class[®]) which enables online collaboration between educators, students and the community. They learn how to build online communities and develop unified communication tools. Students also learn to utilize the Ohio Library and Information Network (OhioLink) which serves Antioch students and researchers via a campus-based electronic library system. This seminar is required for all BA students in their first quarter of residency.

LBS 373 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 is 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.

LBS 377 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.

LBS 378 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.

LBS 379B Values and Concepts in Modern Multicultural Society

3 units

This course explores the fundamental causes and manifestations of key disparities among various socioeconomic and racial/ethnic groups in contemporary United States society. Issues related to education, culture, immigration, community development, and the prevalence of violence are among the topics addressed. Students are encouraged to think deeply regarding these topics, identifying universal themes, values, and principles upon which to build.

LBS 382 The Inner Landscape of Art

3 units

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

LBS 210A Prior Experiential Learning Workshop

0 units

This one-day workshop is designed to instruct students on how to register for priors and how to document their learning in the best possible manner in order to receive credit for prior experiential learning. The workshop will cover the mechanics of the process including the following: the creation of a proposal, registration, connecting with an evaluator, submitting the documentation, etc. Also included in the workshop will be a presentation about the nature of experiential learning, the relation of theory and practical knowledge, methods of documentation, upper and lower division learning, and how to pro-

duce top-quality documentation. This will be a hands-on training session. Students are required to complete this workshop before (or simultaneously with) registration for any priors. No credit is awarded for this workshop.

Communication Courses

COM 310 Academic Writing

3 units

This course explores the dynamics of academic writing, beginning with the assessment of audience, purpose and tone, and working through the research and revisional draft process. This course utilizes a close reading of exemplary texts to explore how ideas are critically presented and argued through writing. Exercises and assignments will focus on rhetorical genres, writing mechanics and formatting.

COM 312A Advanced Academic Writing

3 units

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

COM 313 Creative Writing

3 units

Designed as a fiction writing workshop, this course provides in-class writing exercises in certain narrative elements such as setting, dialog, and character development. The course includes reading assignments in which major trends in contemporary fiction are explored for their use as models or as examples of techniques to be avoided. The practical matters of publication, journal selection, agents, and publishing houses are addressed. Assistance is provided in selecting and editing work for submission.

COM 317 The Language of Film

3 units

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

COM 318A Creative Writing: Reinforcing Confidence

3 units

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

COM 318 Creative Non-Fiction Writing

3 units

This course explores the nonfiction genre, which celebrates the author's subjective experience and impressions. Studied forms include personal (lyrical) essays, memoirs, travel and nature articles, profiles, interviews, narrative and human interest stories, and literary journalism. Using classical examples, students will examine the unique role of creative non-fiction in literary discourse and public debate.

COM 350 Mass Media

3 units

History, theory, research, and issues surrounding mass communication are the subject of this course, which focuses on a critical survey of radio, television, newspapers, and magazines as instruments of mass communications. The behavior of audiences of the mass media is analyzed. Topics include gate keeping and agenda setting, ethics, persuasion, media effects, and portrayals of violence, sexuality, and minorities in society.

COM 352 Public Speaking

3 units

This experience-based course in public speaking includes the preparation and presentation of a number of speeches. Topics include research, outlining, support of ideas, ethos, audience analysis, style and delivery. Students learn to evaluate critically their own speaking and that of others. Emphasis is on performance and improvement of targeted speech behaviors.

COM 356 Dyadic Communication

3 units

This course focuses on the study of interpersonal communication from a theoretical perspective. Concepts related to perception are explored as applied to self, to others, and to relationships. Other topics

include verbal and non-verbal means of communication, listening, and the presentation of self. The development and dissolution of relationships, relational intricacies, competence, and enhancement are also explored along with negotiation and conflict.

COM 355 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.

COM 358 Group Dynamics

3 units

This course examines theories and research about groups, and applications of social psychological (rather than clinical) notions of group processes. The course provides a setting in which students engage in both didactic and experiential learning about group roles, group development and task oriented and non-rational group dynamics. Topics include: group functioning, role emergence and differentiation, leadership and authority and scapegoating.

COM 359 Writing & Literary Theory

3 units

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

COM 391X Getting Published

1 unit

This one-day workshop is for aspiring writers who seek to publish. It is divided into two sections. Part I will review strategies for planning and completing work intended for publication. Part II will cover markets and legalities common to all written works and focus on specific examples, including novels, short fiction,

creative nonfiction, poetry, and screenplays. Students will prepare a personal work for publication in an established journal or electronic medium.

Management and Social Services Administration Courses

MGT 201 Accounting Principles and Practices 3 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 MGT369A Budgets and Finance unless the student has an accounting course on transcript or documented prior learning in accounting or bookkeeping.

MGT 347 Public Policy 3 units

This course examines the dynamics of public policy formation. Through reading case studies, interviewing public officials and private sector representatives and observing community groups and government agencies in action, students learn to analyze local issues. Students gain an understanding of the political process on state and federal levels as well as the local arena. Areas of analysis may include: local and/or national policies on business, labor, human services, energy and environment.

MGT 361 Global Economics 3 units

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

MGT 362 Management Information Systems 3 units

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

MGT 363 Organizational Behavior 3 units

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

MGT 364 Human Resource Management 3 units

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

MGT 365 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.

MGT 366A Marketing Principles and Applications 3 units

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

MGT 367 Ethical Issues in Contemporary Society 3 units

This course provides an in-depth examination of selected ethical issues, appropriate for students in all areas of concentration. Students acquire an understanding of key concepts, theories and topics central to the area of philosophy known as Ethics.

Students explore both their own views and those of prominent thinkers on questions such as the nature of morality.

MGT 368 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.

MGT 369A Budgets and Finance 3 units

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

MGT 379Z Grant Development 1 unit

As funding for the arts, humanities, and human service programs declines, the need for expertise in locating and procuring available funds becomes critical. 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 non-profit organizations.

SSA 300 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 nonprofit 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.

SSA 360A Fundraising Techniques in Nonprofit Organizations

1 unit

This seminar will review the most effective fundraising methods used by nonprofit organizations. Using experiential exercises, lecture and discussion, we will review how nonprofit organizations use public relations techniques to create a favorable image for funding, how boards of trustees and other volunteers can assist with fund development, and how special events, direct mail, grantwriting, major gift solicitation, and planned giving programs can provide the income needed for organizations to carry out their missions. Students will have an opportunity to outline a grant proposal during the seminar.

Psychology Courses

PSY 320 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.

PSY 327A 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.

PSY 329 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 sympto-

mology, theories about origins of disorder, and description of dynamics.

PSY 340 Theories of Personality

3 units

This course is designed to acquaint students with the major theories of personality and schools of thought in psychology. A comparative approach is used, based on the assumption that each theory contributes a part to the whole understanding of the human personality. An objective is to study the parts in order to gain a greater understanding of the whole. A final goal of this course is for each student to develop her/his own theory of personality based on a critical understanding of predominant theories in order to come to know one's own biases, assumptions, strengths and weaknesses.

PSY 341 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.

PSY 343 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.

PSY 344 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).

PSY 345 Community Psychology and Social Change

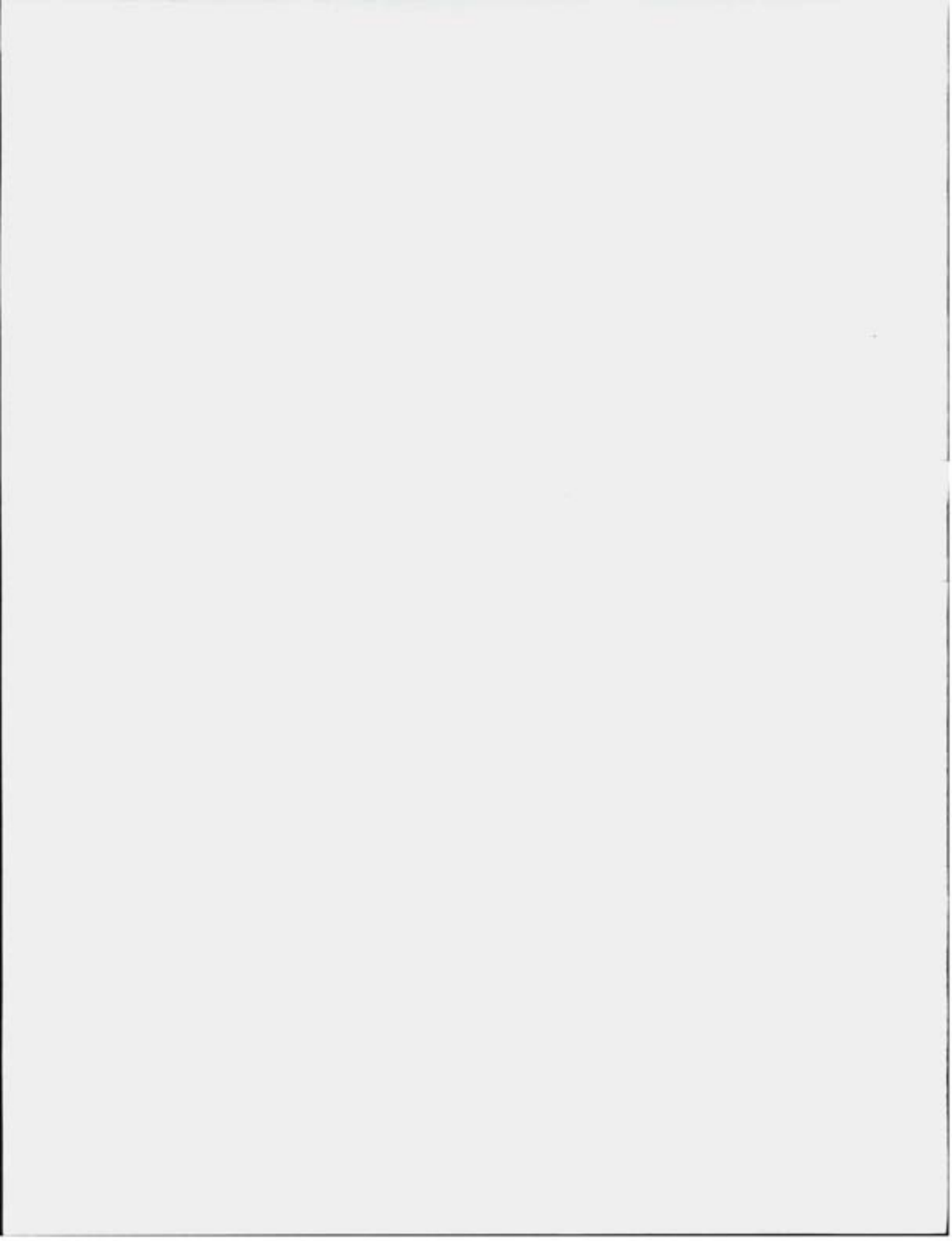
3 units

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

PSY 380A Issues in Chemical Dependency

3 units

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



Master of Arts in Organizational Management

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 studies 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. McGregor mentored Antioch alumnus Warren Bennis, 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 employment with on-campus learning. This tradition is reflected in the practicum projects of current management students and in the integration of theory and workplace experience in students' coursework.

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

The program in Organizational Management prepares students to be effective leaders, decision-makers, entrepreneurs, consultants, and trainers in private and public sector organizations. The curriculum provides fundamental theories and skills that are needed to impact the organization and prepare the student for a leadership role.

The program distinguishes itself from other programs by adding a major dimension to management education. We consult with our students on developing the skills they need as managerial leaders. The course of study provides opportunities to integrate management fundamentals with the development of a student's own personal effectiveness in their professional lives.

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 and past 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 enjoy teaching adult students and encourage them to connect theory with workplace issues. Faculty members often become 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 encourage students' full participation in discussion and classroom activities. Antioch believes that every hour in the classroom should yield tangible value and promote 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 core curriculum includes Ethics, Strategy and Policy, Finance, Organizational Theory, Communication, Human Resources, and Applied Organizational Research.

- **Individualized Area of Concentration:** Complementing the core curriculum, students can pursue areas of special interest through curriculum offerings as well as through seminars, mentorships, independent study, and the individually designed Practicum Project, the capstone of the program.

- **Weekend College:** In this low-residency on-line option, students attend classes on campus one weekend per month and, between those meetings, collaborate, participate in discussions, and complete assignments on-line on a weekly basis. Students accomplish their on-line work on a flexible schedule that works best for them personally.

Mission

The MAOM Program is based on certain beliefs, underlying values, and assumptions which, taken together, com-

prise our philosophy of management. We believe:

- that effective managerial leaders work continually on strengthening within themselves three types of skills: human skills, which provide the ability to be self-reflective and to work effectively with people; technical skills, which comprise specialized knowledge about their field; and conceptual skills, which broaden understanding of complex organizational systems, interactions, and events.

- 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 corrective actions. When a concern for people is added to one's capabilities, s/he is able to function as a more complete manager.

We strive to imbed this philosophy into every graduate course. Each course emphasizes development of the whole student. Specialized coursework combined with skill-building helps strengthen abilities to work with people as a manager or team member. Courses focusing on analytical skills combine with activities that emphasize the student's awareness of her/his effectiveness during periods of change. Classes, meeting once per week, expand the student's knowledge by applying theory to experience. Weekend seminars allow students to practice skills in communications and problem-solving, and provide exposure to cutting edge topics.

Students and graduates of our management program frequently cite their experiences and relationships with faculty as major forces in their professional lives. Our faculty serve as mentors, and the program's uniqueness and dynamic qualities can be attributed to the theoretical knowledge, real world experience and teaching strengths of the faculty. Core Faculty, supplemented by a carefully selected group of adjunct instructors, provide the students with current perspectives in their fields. More importantly, as seasoned practitioners, faculty share an "insider's" view from their own managerial or consultative experiences.

Faculty are the key force in implementing the Antioch management philosophy. They are experienced and knowledgeable in their specialty areas and have been selected because of their skills as teachers. They work continually to model the self-awareness and personal congruency that are central to our philosophy. They advise and consult with students about students' professional and personal development as managerial leaders, including 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 genuinely active participants in their learning. The pro-

gram expects dynamic involvement in a variety of in-class activities, commitment to completing all required course 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 colleagues can make new discoveries. Students in the program are asked to make a personal and professional commitment to grow in skills, knowledge and leadership ability to the extent possible, using to the fullest the resources offered in the Antioch Santa Barbara program. Students are expected to take the initiative to meet their educational, professional, and personal needs while enrolled in the program.

In short, the program attempts to create an environment where students enter into full partnership with faculty in an effort to achieve their educational goals.

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 capstone 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 69 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 describes the residency requirement. The degree must be finished within five calendar years of first admission. If the student withdraws and subsequently re-enters, the degree must be finished within five years of the second entry into the program. In this case, no course may be more than five years old at graduation. 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. Courses more than five years old are not eligible for transfer. Entering students may wish to take a heavy load

of units in one or more quarters of study to complete the minimum number of units for the degree (60) in fewer than five quarters. 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 professional or personal demands. The curriculum is designed to be flexible enough to accommodate this. This flexible curriculum allows the option to specialize in a variety of management concentrations including, human resources, multicultural and international management, non-profit management, organizational psychology and other areas of individualized, self-directed interest, with the approval of program faculty.

An 8-unit Capstone Project allows the student to select an area of interest and pursue theoretical and practical implications.

See section on Weekend College requirements.

Skill Standards Requirement

Academic Writing

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 skills may enroll in BA writing and math classes on a not-for-credit basis, attend a one-unit seminar in Academic writing, or visit Antioch Santa Barbara's Writing Lab for assistance.

Computer Literacy

MA students are expected to possess computing skills necessary to support their basic study needs, e.g., word processing, spreadsheet operations, and ability to conduct research using the 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 classroom is available for student use; however, all students are required to possess or have access to a personal computer. A First Class e-mail address is required of all students. This is Antioch University's intranet, and access is provided to students upon registration.

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 the original requirements. See section on Weekend College curriculum requirements.

Core Curriculum

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 or
OMN 506B	Managerial Finance (4 units)
OMN507	Organizational Strategy and Policy Making (4 units)
OMN508B	Applied Organizational Research (4 units)
OMN568	Organizational Psychology (required only for Org Psych concentration)
OMN650	Practicum Project (8 units)

40 Total units in required learning activities

20 Elective units (elective courses, workshops or independent studies. These units along with 4 units of the Practicum may be used to construct an Area of Concentration.)

60 Minimum total units for degree.

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 20 or more units of work in an area of specialization. These units may consist of Antioch courses and seminars, independent study activities, or executive mentorships (internships). If the student desires, the Practicum Project may also be developed in the same area of specialization, 4 units of which count toward the concentration. 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 20 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. A student is eligible to begin the

project when he/she has 2 quarters remaining to complete the degree, or has completed six of the eight core courses. A student not maintaining Satisfactory Academic Progress may not begin the Practicum Project. 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.

Every quarter a Practicum orientation is given for eligible 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 completes the Permission to Transfer Units form, obtains the Program Chair's signature, and submits the form to the Registrar's Office. Courses more than five years old are not eligible for transfer.

BA - MAOM Articulation

Students who have successfully completed up to 12 units of Antioch Graduate Management 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 days to 2 week) education abroad experiences are offered each year for students interested in adding an international cultural, organizational, 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. Students must submit an Independent Study Proposal for approval prior to registering for this activity.

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 or 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 research that helps prepare the student for the Practicum Project. 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 (4 units maximum);
- A statement of the topic to be examined, and how the topic is relevant to the student's degree;
- A list of learning objectives;

- 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 in length

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 a 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.

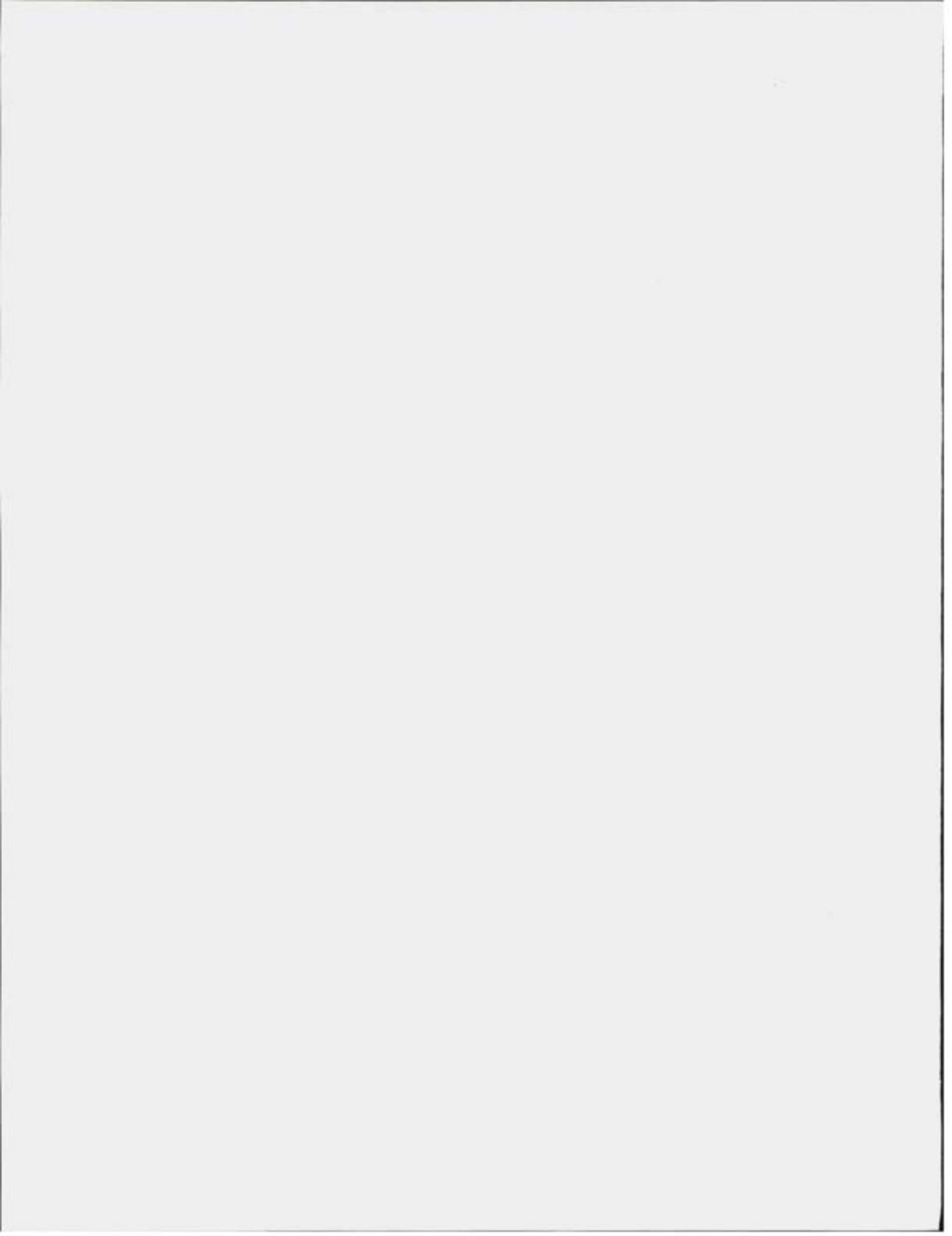
Weekend College MA Organizational Management

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 six full-time quarters (or twelve half-time quarters). The program requires completion of a Bachelor's degree prior to enrollment. The unique, low residency program allows students to meet on campus 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 ten 4-unit core courses, 12 units of Personal and Professional Development Seminars, and an 8-unit Master's Project. The curriculum provides fundamental theories and skills that are needed by managers in the 21st century to impact the organization's goals and future direction.

Curriculum

OMNW 501	Organizational Theory (4 units)
OMNW 502A	Quantitative Methods (4 units)
OMNW 503	Managing in a Culturally Diverse Environment (4 units)
OMNW 504	Ethics, Executive Integrity & Social Responsibility (4 units)
OMNW 505A	Human Resource Management & Labor Relations (4 units)
OMNW 506B	Managerial Finance (4 units)
OMNW 507	Organizational Strategy & Policy Making (4 units)
OMNW 508B	Applied Organization Research (4 units)
OMNW 523	Transnational Economics (4 units)
OMNW 533	Managing Organizational Change (4 units)
OMNW 580M	Personal and Professional Development (8 units)
OMNW 580N	Academic Writing for Graduate Studies (1 unit)
OMNW 580K	Executive Team Development (2 units)
OMNW 561S	Writing for the New Media (1 unit)
Practicum Project	
OMN W650A	Practicum A 4 units
OMN W650B	Practicum B 4 units

Total Units in Degree 60



Master of Arts in Organizational Management

Course Descriptions

OMN 501 & OMN W501 Organizational Theory 4 units

This course provides a foundation for understanding organizations from both the macro and micro perspective. It provides students with a systematic and critical understanding of organizational theory and research, and the factors involved in the functioning and analysis of complex organizations. Through analysis of their own organizational contexts, students are aided in their understanding of theoretical and practical organizational issues and develop an improved basis for action.

OMN 502A & OMN W502 A 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.

OMN 503 & OMN W503 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 cultural, ethnic and racial 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.

OMN 504 & OMN W504 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.

OMN 505A & OMN W505A 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.

OMN 506 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.

OMN 506B & OMN W506B Managerial Finance 4 units

This course introduces students to the discipline of finance through the use of financial analysis tools such as the time value of money, the risk/return relationship, and a critical analysis of issues related to the maximization of shareholder wealth. These tools are used to understand financial statement analysis, pricing of assets, capital budgeting processes, and to analyze short-term financial plans. This exposure will assist the student with interacting with finance professionals at their workplace or business or, as a senior manager, to supervise finance professionals.

OMN 507 & OMN W507 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.

OMN 508B & OMN W508B 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.

OMN 523 & OMN W523 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 and development. Theoretical concepts are applied to specific cases in international relationships between the USA and Japan, Mexico, the European Union, etc.

OMN530A Consulting and Training Facilitation Skills 4 units

This course focuses on both consulting and training development and delivery. The focus of the course is designed to benefit both the external and internal trainer and consultant. The course covers marketing strategies and skills required in a consulting role. The training portion focuses on systems, development, implementation, and evaluation for successful training. These topics are presented through discussed readings, role playing, and exercises. Through experiential learning the student will have an opportunity to recognize skills supporting successful consultation and training.

OMN 533 Managing Organizational Change 4 units

This course provides students with a survey of principal theories and methodologies of organizational change from the managerial leader's perspective. Relevant aspects of organizational culture,

transformation and organizational development are covered.

OMN 537 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 are expected to participate fully in the discussion of readings, successfully complete an essay examination covering theories and principles of international management, and participate in a survey of human resources practices demonstrated by an identified international company.

OMN 541 Project Management

4 units

This course examines the techniques for successful project management for the general business manager or the developing project manager. The course covers the fundamentals of planning, organizing, and controlling successful projects. The primary focus is on interpreting and meeting stakeholders' needs, project team development, organizational structures, planning and control techniques, P/M software tools, and special problem management.

OMN 546 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.

OMN 560 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.

OMN 561B 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.

OMN 564 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.

OMN 565 The Business Environment of the European Union

4 units

This course is designed to cover in depth the social and economic forces that have shaped Europe and its evolution into the European Union. The course examines the current economic developments of Europe as well as investigates the cultural and social factors shaping the Union today.

OMN 566 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.

OMN 568 Organizational Psychology

4 units

This course introduces students to concepts, theories and applications of organizational psychology. This subject blends psychology with organizational management in that it applies psychological principles to the workplace. It addresses the human side of workplace issues and considers how individual psychological and developmental issues impact organizational success. Primary areas of focus are leadership, organizational change, group

process and conflict, employee satisfaction and motivation, and work life balance.

OMN 573 Impact Presentation Techniques: Using Computer Technology

4 units

This course is designed to teach students to produce effective computer-assisted business presentations. The course includes the fundamental elements of presentation design using multimedia components and multiprograms. These include video clips, sound clips, special effects, animation, charts, morphing, pictures (from clip art to fine art), slide builds and transitions, word art, character maps, notes, and handout sheets. The multiprograms elements include Object Linking and Embedding (OLE), branching, and Binding.

OMN 580 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.

OMN 580I 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, each 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. When conflict is not managed effectively, it can destroy communications and relationships, decrease productivity and creativity, increase turnover, and escalate to violence. The communication skills most effective in building trust, surfacing hidden issues, and coming to resolution come from the process of mediation.

OMN 580K & OMN W580K 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 that could be used by Human Resource professionals and organizational development consultants and trainers.

OMN 581 Knowledge Management

4 units

This course introduces students to Knowledge Management (KM) basics, identifies areas of application and new developments regarding KM from an employee involvement point of view. Students will be able to apply KM principles in real life situations. In the second half of the class the KM life cycle will be analyzed and its application to modern organizations studied. The objective is to allow students to apply KM as it fits in their daily lives as a means to initiate change and to build a KM foundation as a significant part of their organizations.

OMN 590B 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.

OMN 611 Independent Study

1 - 4 units

Students may design an independent study in an area of interest with the approval of an Advisor and the Program Chair.

OMN 620A Executive Mentorship

1 - 4 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.

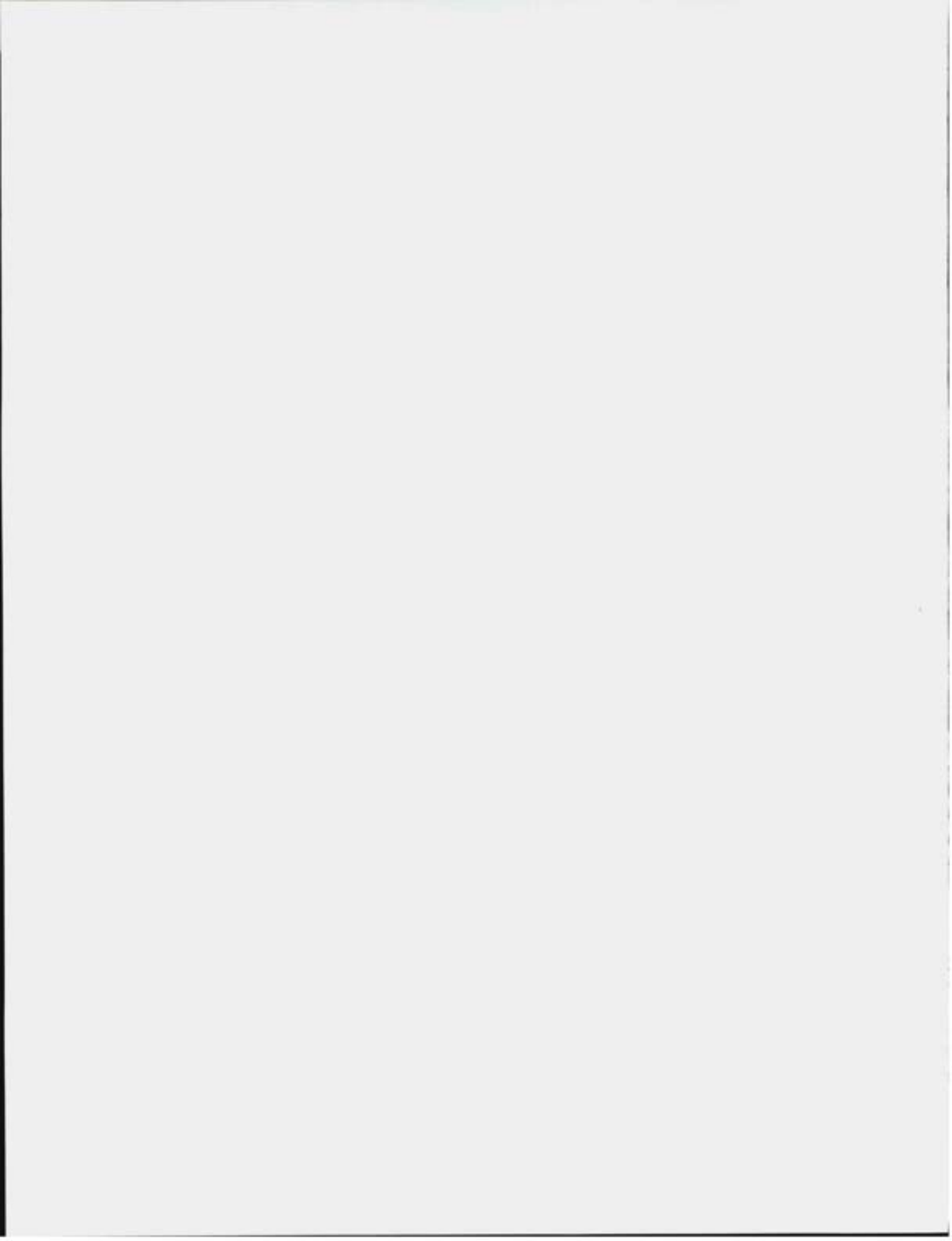
OMN 650A,B & OMNW 650A,B

Practicum Project

8 units

This is a 2 Quarter study project designed as a capstone experience for the MAOM

degree. Completion of this individualized study qualifies the student for receipt of the degree.



Master of Arts in Clinical Psychology

The MA in 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 as Marriage and Family Therapists. The degree program meets the educational and training requirements for licensure in the state of California. Additional concentrations may be added to the M.A. in Clinical Psychology.

The MA in Clinical Psychology with Professional Development and Career Counseling concentration is designed for students interested in pursuing professional careers that assist clients in finding satisfaction in the world of work. Currently no licensure exists in California for career counselors. However, the program offers coursework that meets the national educational standards described for Professional Counselors.

The MA in Clinical Psychology with Family Forensic Practice concentration is designed for students who want to attain a working knowledge of the role of the MFT in family law areas such as juvenile justice, child custody, divorce, mediation and conflict resolution, and family violence programs. The concentration emphasizes the practice of marriage and family therapy with clients who are involved in the legal system.

Antioch's Master of Arts in Clinical Psychology Programs are designed for the working adult who wants to complete a degree. Classes are offered in three-hour blocks in the daytime and evenings year-round permitting students who follow the required course of study to complete their degree after 18 months of full-time study. Study options available for those with work and family responsibilities include evening classes, a one-day-a-week schedule or halftime study (with degree completion in three years). All options require some attendance at Saturday classes.

Master of Arts in Clinical Psychology

General Description of the Program

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 as Marriage and Family Therapists. A licensed Marriage and Family Therapist in California is able to offer psychotherapeutic services to individuals and families to enable them to improve and maintain healthy family and interpersonal relationships.

The Program emphasizes academic, practical and personal knowledge that will enable each graduate to become competent in diagnosis, treatment planning and psychological interventions with individuals, couples and families. Multicultural competence and ethical practices are also emphasized. Training in the application of psychology is a primary goal. Graduates find career opportunities in public mental health and social service as well as in non-profit and private practice settings.

The Clinical Psychology (MACP) program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues and conditions. The Program is designed to educate and train professionals in accepted theory and practice while remaining responsive to social change. The classroom experience, blended with clinical traineeships in community settings, makes use of experiential teaching methods that allow for "hands on" approaches to learning.

Students receive a solid foundation in family systems and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad based clinical skills, and capacity for critical thinking. Unlike some programs, Antioch does not focus on one psychotherapeutic orientation, but exposes students to a variety of theoretical orientations. Most faculty have active practices and use techniques taken from several schools of psychotherapy. Students are assisted in selecting and developing an orientation consistent with their values and worldview.

Teaching methods in the classroom involve traditional formats such as lecture and discussion as well as the use of experiential learning techniques. This model of learning requires that students access their personal experiences and use them as a beginning reference point in order to learn new knowledge and to acquire clinical and professional skills. Classes often require the disclosure of personal experience to instructors and fellow students in service of self-awareness, insight, and competence as a psychotherapist.

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 4-7 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.

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

Students are able to transfer up to 9 units of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. To apply for transfer credit, obtain the Permission to Transfer Units Form from the Registrar's Office.

Board Of Behavioral Sciences Educational Requirements

The MA Clinical Psychology program at Antioch University Santa Barbara has been approved by the Board of Behavioral Sciences (BBS) to offer an educational program that meets the academic and training requirements for Marriage and Family Therapist (MFT) licensure in the State of California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our accredited degree generally meets out-of-state requirements, most states have specific course require-

ments unique to that jurisdiction.

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 required schedule of courses.

MA Clinical Psychology Curriculum

PSC 501A	Theories of Psychotherapy in Context (3 units)
PSC 502	Feminist Theories in Psychology (3 units)
PSC 503	Methods of Inquiry (3units)
PSC 504A	Life Span Human Development (3 units)
PSC 505A	Multicultural Awareness (3 units)
PSC 505	Clinical Skills in the Multicultural Context (3 units)
PSC 506A	Psychopathology (3 units)
PSC 507A	Theory and Application of Family Therapy (3 units)
PSC 507	Clinical Skills with Families and Couples (3 units)
PSC 508	Psychological Assessment (3 units)
PSC 520A	Clinical Skills I: The Psychotherapeutic Relationship (3 units)
PSC 520B	Clinical Skills II: The Psychotherapeutic Process (3 units)
PSC 520	The Process of Group Psychotherapy (3 units)
PSC 521	Professional Seminar: Integrating Clinical Skills (3 units)
PSC 528A	Psychotherapy with Children (3 units) or
PSC 529A	Psychotherapy with Adolescents (3 units)
PSC 531A	Intimate Relationships (3 units)
PSC 537A	Human Sexuality (1 unit)
PSC 538B	Professional Ethics and the Law (3 units)
PSC 545	Substance Abuse: Prevention and Treatment (2 units)
PSC 546	Psychopharmacology for Therapists (3 units)
PSC 550	Domestic Violence: Prevention and Treatment (2 units)
PSC 563K	Professional Skills for Therapists (1 unit)
PSC 600	Applied Psychotherapeutic Techniques of Marriage and Family Therapy (12 units)

Students are also required to take at least four noncredit workshops. These workshops offer the opportunity for students to gain background in special topics in the areas of theories of psychotherapy, clinical skills, human development, new therapeutic approaches, and special populations or work settings. Some workshops meet Board of Behavioral Science requirements for licensure.

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP program are required to complete 25 hours of personal 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.

A completed Psychotherapy Documentation form is filed with the Registrar to verify completion of the personal psychotherapy requirement. Psychotherapy hours earned prior to beginning the program are not eligible for meeting this requirement. Students are advised to complete this requirement early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT and APA Codes of Ethics, dual relationships are not permitted. A dual relationship refers to any relationship that has potential for harm because one person has the power to exploit the other. Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for Psychotherapy in order to meet the program's therapy requirement. It is acceptable, however, to enter therapy after graduation with someone who was formerly the student's instructor. More information on the Dual Relations Policy of Antioch Southern California can be found in the Student Life section of this catalog.

Independent Study

A student may apply to do an Independent Study (PSC 611) in order to meet a program requirement, or to pursue an interest not covered by the program curriculum. As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances if the student petitions for an exception to a policy. Independent studies in a non-required course do not count towards the 72 units needed for graduation.

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, B Clinical Skills I, II; PSC520, 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 approval of the Chair prior to registration. To register for an Independent Study, the Application for the Independent Study is completed and given to the student's 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. Guidelines for completing the Application for the Independent Study form are on the reverse side of that form.

Experiential Learning and Confidentiality in the Classroom

Classes in the MAP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others by receiving feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience. Experiential learning uses teaching activities that are particularly suited to adult learners. Students enter the learning process by referencing their personal experience. From this personal reference point, new knowledge is presented that can be integrated conceptually into past knowledge. Activities that involve application of the new concepts help reinforce the learning. In using this model to acquire clinical and professional skills, students are asked to use their personal experience in the classroom.

In order to create safety in this learning environment,

students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research With Human Subjects

Although Antioch Psychology Programs do not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research. Please confer with your faculty advisor or the Program Chair for information on how to obtain a Human Subjects Committee Review.

The Clinical Traineeship

The clinical traineeship takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from many schools and disciplines. The program allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The Psychology Program maintains training agreements with over 50 practicum placements serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties.) Traineeship is a 12-unit learning activity consisting of approximately 400 hours of supervised experience. In this manner, students earn a portion of the 3,000 hours of experience required for the MFT license.

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

- 18 or more course units
- PSC 538B Legal and Ethical Issues
- PSC 520A Clinical Skills I, and
- PSC 501A Theories of Psychotherapy

Students should also be familiar with Antioch University traineeship procedures and the regulations governing the practice of Marriage and Family therapy as defined by the BBS. Detailed information on procedures and regulations affecting trainees may be found in the Antioch University Santa Barbara Traineeship Handbook. This handbook is updated yearly and distributed to all MACP students at the traineeship orientation meetings. It is also recommended that students see the BBS website for a copy of the licensing regulations (<http://www.bbs.ca.gov>).

The Traineeship Application Process And Documentation

Students should check the required schedule of classes for the quarter in which they may begin their traineeships. Prior to this quarter, students will participate in a traineeship orientation meeting. This is also the time to examine the 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 is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the 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 when making 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 PSC 600, 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 PSC 600 for credit.

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

MA Clinical Psychology with a Concentration in Professional Development and Career Counseling

General description of the concentration

The Professional Development and Career Counseling concentration (PDCC) provides students with the knowledge and skills needed to offer professional career counseling services. Career and vocational counselors help people make career decisions. They evaluate educational background, prior work experience, interests, aptitudes, and personality characteristics in order to help people discover and obtain meaningful work.

Career and vocational counselors assist people in a variety of life situations, from the high school or college student who is seeking a first career to the skilled professional who wants to make a career change. Career and vocational counselors may work with the newly unemployed or persons transitioning from welfare to work. They may work with homemakers returning to the workforce, with employees requiring vocational rehabilitation, or retirees. Employee development counselors are career counseling specialists who guide employee recruitment, retention, promotion, and retirement in the context of a rapidly changing marketplace. Graduates may be employed in: educational institutions, work force resource centers, vocational rehabilitation departments, social service agencies, human resource departments of businesses, consulting firms, and private practice.

Many career counselors find themselves seeing persons with both career and personal issues. Antioch's program provides the educational background that enables career counselors to be versed in general counseling approaches. Consistent with trends in the field students can emerge with a solid foundation in career counseling as well as the counseling skills to assess and intervene with personal issues as they relate to the world of work. Students in the PDCC degree program may elect to obtain a dual concentration with additional quarters of study that allows them to be licensed as Marriage and Family Therapists.

Teaching methods in the classroom involves traditional formats such as lecture and discussion as well as the use of experiential learning techniques. This model of learning requires that students access their personal experiences and use them as a beginning reference point in order to learn new knowledge and to acquire counseling and professional skills. Classes often require the disclosure of personal experience to instructors and fellow students in service of self-awareness, insight, and competence as a counselor.

Concentration Requirements

To complete the concentration students extend their residency in the MACP Program by an additional two quarters. A total of eighteen units is added to the 72-unit clinical psychology degree. The student must also complete the degree within five calendar years of the first admission regardless of whether the student withdraws or takes a leave of absence. See Admissions and Registration policies for further detail.

Students are able to transfer up to 9 units of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. To apply for transfer credit, obtain the Permission to Transfer Units Form from the Registrar's Office.

The required concentration PDCC courses are offered in the spring and summer quarters. Students may continue their enrollment in a clinical traineeship in order to earn hours towards MFT licensure or they may participate in a career counseling practicum experience in which students work closely with clients under the supervision of professional career counselors in a college/university, government agency, social service agency, or business. However, this practicum experience does not meet the BBS criteria for a traineeship and cannot be counted towards MFT hours.

The following coursework is required for students wishing to graduate with a concentration in Professional Development and Career Counseling:

PSI 501	Career Development Theory (3 units)
PSI 502	Assessment in PDCC (3 units)
PSI 503	Intervention Skills in PDCC (3 units)
PSI 505	Legal and ethical Issues in Career Counseling (3 units)
PSI 506	Job Search Skills (2 units)
PSI 507	On-line Resources for Career Counseling (1 unit)
PSI 509	Structured Groups for Career Counseling (2 units)
PSI 650	Career Counseling Field Experience (1 unit)

Year-at-a-Glance

Course #	Title	Units	SP	SU
PSI 501	Career Development Theory	3	-	
PSI 502	Assessment in PDCC	3	-	
PSI 503	Intervention in PDCC	3		-
PSI 505	Legal and Ethical Issues in PDCC	3		-
PSI 506	Job Search Skills	2		-
PSI 507	Online Resources	1	-	
PSI 509	Structured Groups in PDCC	2	-	
PSI 650	Career Counseling Field Experience	1	-	

Career Counseling Field Experience

The field experience offers students an opportunity to be exposed to the job duties of a career counselor. By observing career counseling services and guided participation students learn about the role of the counselor, settings in which career counselors work and the types of clientele and skills associated with career counseling. At least 33 hours of field experience is required in an approved setting in the summer quarter.

Career Counseling Practicum

Students who want to gain in-depth training in career counseling may enroll in an optional PDCC practicum experience. The purpose of the PDCC practicum is for students to develop the skills needed for career counseling. Sites offer a variety of experiences such as: career assessment, resume writing, job-search skills, interview skills, teaching career courses, using computer searches for information, setting up and 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
- Community Workforce Resource Centers
- Vocational Rehabilitation Services
- Welfare-to-Work programs
- Career programs in social service agencies
- Private practice

Pre-requisites include:

- Successful completion of 9 units of PDCC coursework
- Approval of the Program Coordinator

MA Clinical Psychology with a Concentration in Family Forensic Practice

General description of the program

The family forensic practice concentration gives students a working knowledge of the role of the MFT in areas such as juvenile justice, child custody, divorce, and family violence. The program offers knowledge and skill training in assessment, court testimony, mediation and conflict resolution, and family forensic interventions. Forensic services occur in the interface between psychology and the law, so the services provided may be both clinical and forensic in nature. For example: Family forensic providers may be involved in:

- the mediation of custody and visitation issues between parents;
- the assessment of parent-child conflict areas and proposal of remediation plans;
- the supervision of visitation when a parent has an emotional or substance abuse problem; the assessment of a child and recommendations for treatment when a family member has an emotional or substance abuse problems;
- counseling victims of crime or those experiencing trauma;
- the provision of parent-child family counseling, parenting skills training, therapeutic supervised visitation, anger management, divorce adjustment counseling for children and/or adults, and parent communication skills training to family members as indicated.
- the treatment of a child involved in the juvenile justice system and his or her family
- the resolution of disputes in family businesses.

In any of these areas family forensic providers may be

called upon to provide clinical services and in certain circumstances to report to or testify in court as to a clinical opinion that is directly related to the legal issues of the case. Thus, the program is designed to give future marriage and family therapists an understanding of the clinical and forensic aspects of a case.

Concentration requirements

To complete the concentration students extend their residency in the MACP Program by an additional two quarters. A total of eighteen units is added to the 72-unit clinical psychology degree. The student must also complete the degree within five calendar years of the first admission regardless of whether the student withdraws or takes a leave of absence. See Admissions and Registration policies for further detail.

Students are able to transfer up to 9 units of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. To apply for transfer credit, obtain the Permission to Transfer Units Form from the Registrar's Office.

The Family Forensic concentration courses are offered in the spring and summer quarters. Students may continue their enrollment in a clinical traineeship in order to earn hours towards MFT licensure or they may participate in a traineeship in which they work in a mental health agency that interfaces with the legal system. All hours that the student wishes to count towards licensure must meet the BBS criteria for traineeship and be approved by the Program. (See above traineeship policies and procedures). The following coursework is required for students wishing

to graduate with a concentration in Family Forensic Practice:

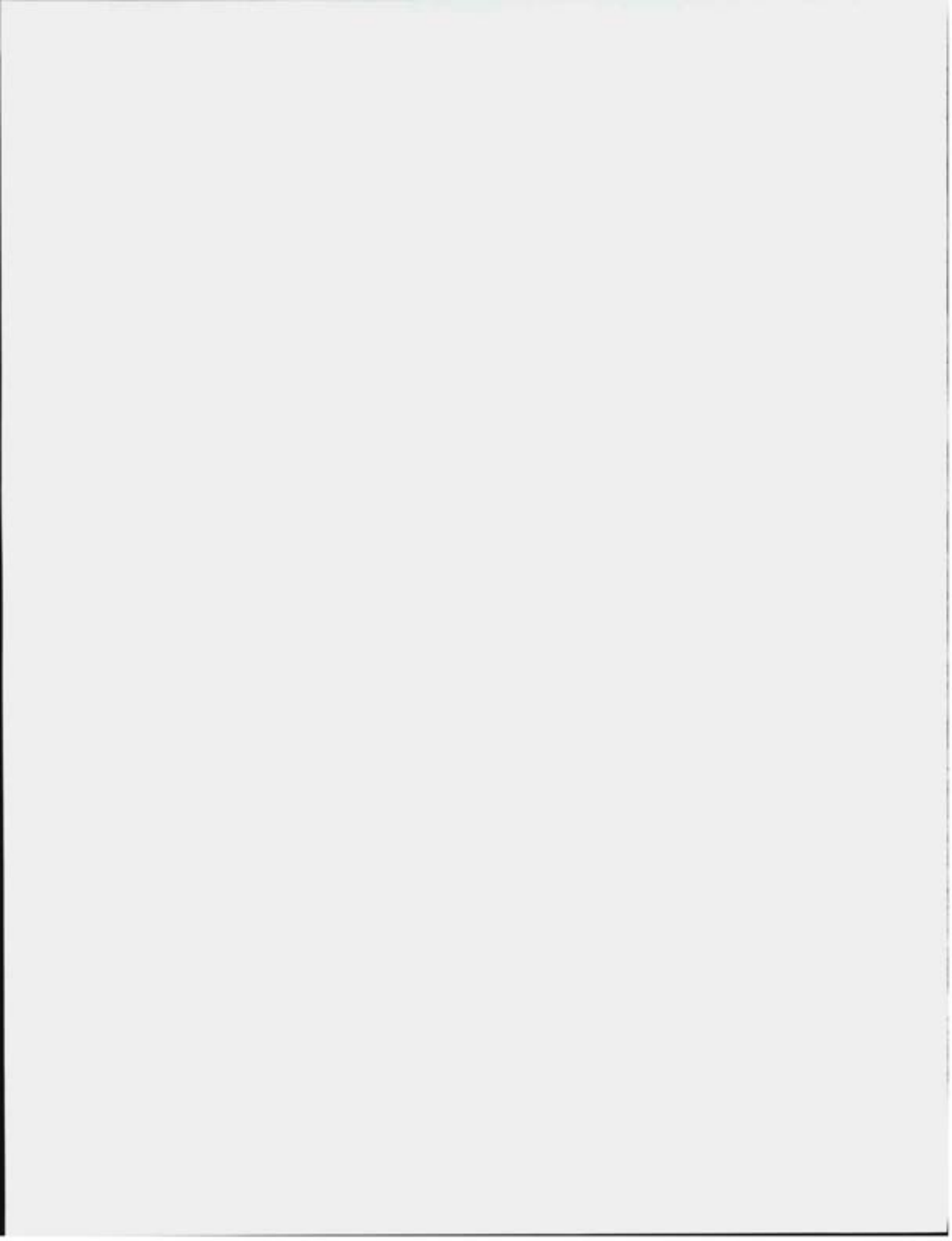
PSF 501	Overview of Family Law (3 units)
PSF 502	Family Violence and Trauma (3 units)
PSF 503	The Juvenile Justice System and the Family (3 units)
PSF 504	Conflict and Dispute Resolution (3 units)
PSF 505	Marital Dissolution and the Family (3 units)
PSF 506	Professional Development for Family Forensic Providers (3 units)

Family forensic provider training

Through observation and guided participation students learn about the role of an MFT in the forensic/clinical context, the settings in which MFTs interface with the family law system and the types of clientele and skills associated with a forensic practice. At least 33 hours of field experience is required in an approved setting. Students working towards MFT licensure hours may work in a traineeship setting that meets the criteria for family forensic practice.

Year-at-a-Glance

Course #	Title	Units	SP	SU
PSF501	Overview of Family Law	3	-	
PSF502	Family Violence and Trauma	3	-	
PSF503	The Juvenile Justice System and the Family	3	-	
PSF504	Conflict and Dispute Resolution and the Family	3		-
PSF505	Marital Dissolution and the Family	3		-
PSF506	Professional Development for Family Forensic Providers	3		-
PSC600	Psychotherapeutic Techniques of MFT (forensic setting)	1-3	-	-



Master of Arts in Clinical Psychology

Course Descriptions

PSC 501A Theories of Psychotherapy in Context

3 units

In this course, students critically examine some of the 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.

PSC 502 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 under-represented groups. This course introduces students to feminist critiques in psychology and to significant social, political and clinical issues of women and men.

PSC 503 Methods of Inquiry: Evaluating Approaches to Psychological Knowledge

3 units

This course examines different approaches to the generation and evaluation of psychological theory and data. Strengths, weaknesses, and ethical practice of quantitative and qualitative methods are examined with attention to the descriptive and inferential statistical methods used in hypothesis testing and psychological assessment.

PSC 504A 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.

PSC 505A Multicultural Awareness: Self, Culture and Context

3 units

Professionals in a multicultural society must be aware of psychological, social, economic and political issues associated with culture, race, class, ethnicity, age and gender. This course examines the experience of cultural and the experience of difference, with particular emphasis on power, oppression and marginalization. The course promotes self-awareness and cross-cultural exploration.

PSC 505 Clinical Skills in the Multicultural Context

3 units

This experiential course fosters multicultural awareness, teaches students about the impact of multiple cultural influences and identities on clinical issues, and introduces students to culturally responsive assessment practices and clinical skills. Cultural influences and identities include: age, disability, religion/spirituality, race/ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national identity, and gender.

PSC 506A Psychopathology: The Politics of Deviance

3 units

Psychopathology is a phenomenon of naming which may reduce the complexity of personal suffering. This course examines the historical and social contexts of wellness and suffering, the use of psychological theory to understand and treat psychological problems, and the political implications of diagnostic process.

PSC 507A 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.

PSC 507 Clinical Skills with Families and Couples

3 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.

PSC 508 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.

PSC 520 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.

PSC 520A Clinical Skills I: The Psychotherapeutic Relationship

3 units

This course provides an introduction to basic psychotherapeutic concepts and skills, with particular attention to the nature of the relationship between psychotherapist and client. In this highly experiential course, students practice fundamental psychotherapy skills in the roles of therapist, client and observer.

PSC 520B 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.

**PSC 521 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. Students are required to be in a practicum in order to make use of case material in class.

**PSC 528A Imagination and Play:
Psychotherapy with Children**
3 units

This course examines the treatment of children from diverse backgrounds with particular attention to the necessity of adapting therapeutic interventions to the child's cultural and familial context. Students will become familiar with theories, practices and experiences of play therapy, non-verbal techniques, and the use of cognitive/emotive therapies.

**PSC 529A Initiation and Identity:
Psychotherapy with Adolescents**
3 units

This course will cover the transitional stage of adolescence and the formation of identity. Students will explore the consequences of initiation within our contemporary context, emerging sexuality, the effects of social pressures and the transition out of the home.

PSC 531A 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.

PSC 537A 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.

PSC 538B Professional Ethics and the Law
3 units

The complexity and ambiguity of ethical issues is explored in this course covering the laws and ethical standards governing the practice of Marriage and Family Therapy in California. Students will learn to understand family law, to apply legal and ethical knowledge to cases, and to create a structured approach for dealing with legal and ethical decisions as they occur in clinical practice.

PSC 545 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.

PSC 546 Psychopharmacology for Therapists
3 units

This course covers what every therapist should know about referring a client for medical consultation, and what to expect from consulting psychopharmacologists and how to insure that both the therapist and the client get what they need from the consultation. Attention is given to a review of the diagnostic criteria for major DSM IV disorders treatable with medication, including a list of these medications, their therapeutic dosage range, and side effects.

PSC 550 Domestic Violence: Prevention and Treatment
2 units

This course examines the causes and consequences of the cycle of violence in the home. Topics include the psychology of abuse in intimate relationships, assessment of violence, community resources and methods for prevention and treatment.

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

As part of the degree program, students in 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 PSC 520A and PSC 538B, as well as either PSC 501A or PSC 504A, to register for traineeship.

PSI 501 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.

PSI 502 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.

PSI 503 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.

PSI 505 Legal and Ethical Issues in Career Counseling
3 units

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.

PSI 506 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 post-

ings, 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.

PSI 507 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.

PSI 509: Structured Groups for Career Counseling

2 units

In this experiential course, students will acquire the knowledge and skills needed to design, implement, and evaluate a structured group, workshop, or presentation on a topic related to professional development or career counseling. Students will learn group leadership and facilitation skills, stages of group development, and presentation skills as well as program evaluation strategies.

PSI 600 Career Counseling Practicum

9-12 units

Students learn career counseling skills by their participation 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 9 academic units of PDCC coursework.

PSI 650 Field Experience in Career Counseling

1 unit

The field experience offers students an opportunity to be exposed to the job duties of a career counselor. By observing career counseling services and guided participation students learn about the role of the counselor, settings in which career counselors work, and the types of clientele and skills associated with career counseling.

PSF 501 Overview of Family Law

3 units

This course focuses on helping the mental health professional make the transition from his/her role as client advocate to a professional role within the legal system through an understanding of the family law system

and its processes. Course content covers the basic principles of family law, including community property, child and spousal support, and child custody as well as emerging areas of family law.

PSF 502 Family Violence and Trauma

3 units

The focus of this course is on assessing and intervening in issues of family violence, including the emotional, physical and sexual abuse of children women and the elderly. Issues of assessment for family violence and identifying symptoms of trauma are considered as is the interface between family violence and substance abuse. Domestic violence interventions, interventions with adult and adolescent sexual offenders and interventions with children who have been sexually abused are a major component of the course.

PSF 503 The Juvenile Justice System and the Family

3 units

The focus of this course is the child within the context of the juvenile justice system. Understanding the juvenile justice system, working with mandated clients and with clients on probation and interventions with child and families are considered. Home-based interventions, those in juvenile camps or juvenile halls, supervised visitation, family therapy and psychoeducational interventions are considered.

PSF 504 Conflict and Dispute Resolution and the Family

3 units

This course focuses on designing interventions aimed at conflict within the family and between the family and community. Some of the interventions considered include: mediation, arbitration and negotiation; child and peer school-based programs, community mediation programs, child custody mediation, divorce mediation and Victim Offender Resolution Programs (VORPs).

PSF 505 Marital Dissolution and the Family

3 units

This course focuses on facilitating healthy divorce processes within the family. Aspects of divorce which are considered include: differences between the legal divorce and the emotional divorce; interventions in the divorce cycle, (including preparing clients for the legal process, the psychological adjustment to the divorce over the short- and long-term and post-divorce options, divorce coaching, child

therapy, mediation and custody mediation, helping non-custodial or single parents and facilitating co-parenting).

PSF 506 Professional Development for Family Forensic Providers

3 units

This hands-on seminar teaches a range of skills needed to prepare the student for practicing in the family forensic area. Topics include marketing one's skills and practice, mentoring and supervision and business skills. In addition, students are involved in a family forensic practicum in the community. Sites include the courts, probation camps, private practice settings and agency-settings which interface with the legal system.

Summary of MA Clinical Psychology Program Degree Options

Adding a concentration can increase the marketability of your Clinical Psychology degree. By increasing your expertise in a specific area of practice you may be better able to work with populations for which specialized knowledge is needed. In addition, some states require that the Master's degree contain 90 quarter units of study for licensure rather than the 72 required by California for licensure as a Marriage and Family Therapist (MFT) so extending your study may assist with licensure in other states.

Course of study	# units and length of study	Graduate with degree in
MA Clinical Psychology	72 units, 6 quarters full time	MA Clinical Psychology that meets educational requirements for MFT licensure
MA Clinical Psychology plus 18 units of career counseling courses	90 units, 8 quarters full time	MA Clinical Psychology (MFT track) plus concentration in career counseling
MA Clinical Psychology plus 18 units of family forensic courses	90 units, 8 quarters full time	MA Clinical Psychology (MFT track) plus concentration in family forensic psychology

Master Of Arts In Education/ Teacher Credentialing Program and Master Of Arts In Education/ Emphasis In Social Justice and Educational Leadership

Mission

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

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

In response to the need for quality teachers in California, Antioch University Southern California offers a California Commission on Teacher Credentialing (CCTC) approved 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.

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

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

The MAE/TC Program seeks to prepare competent, effective teachers, with research-based practice, who have the educational and social skills to influence change in their schools, helping to make their classrooms and school communities places where all members can learn and develop. To prepare its candidates to address social justice and environmental issues in education, the MAE/TC Program provides theories, teaching methods, and experience appropriate for effective work in low-performing schools where inequities and environmental problems are most prominent.

The Program's objectives not only provide learning opportunities in each of these areas but also regularly assess candidate progress in each area through direct and indirect methods. In addition, regularly scheduled data collection, in the forms of group meetings of staff and graduating candidates, student evaluations of courses, surveys, and candidate learning reviews provide the necessary information for program evaluation and improvement.

Title II: Federal Reporting Requirement

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 2002-2003, Antioch Southern California, which consists of the Los Angeles and Santa Barbara campuses, twenty-nine program completers who took and passed the Reading Instruction Competence Assessment (RICA) prior to January 2003. The percentage of candidates that took and passed the (RICA) was 100%. The number of candidates that completed one or more courses in the Program was thirty-one. Forty candidates completed one or more supervised student teaching placements. No candidates received credit for supervised student teaching while working under an Emergency Permit. The number of student teacher supervisors employed was ten and the ratio between student teachers and full time supervisors was four to one. The minimum hours of required student teaching was 600. This teacher preparation program is accredited by the State of California, and is not designated as a low performing program.

Program Objectives

- **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 teacher's important roles: child advocate, school reformer, social change agent, and environmental advocate.

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

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

- **Produce teachers skilled in 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 information literate teachers.**

Candidates demonstrate competency in computers and other technologies to access and manage information by doing so as part of their learning in the program. They also demonstrate effective technology use in the classroom, including multi-media presentations, internet use, and on-line communication.

- **Familiarize candidates with global, environmental interdependence.**

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

- **Provide candidates with study of School Reform and Educational Leadership.**

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

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

To continue graduates' competence and intellectual enthusiasm, the program provides teaching materials, courses, conferences, and collaborative on-line opportunities.

Program Design

The Master of Arts in Education & Teacher Credentialing Program is primarily a cohort model, with an eight-quarter, full-time continuous curriculum consisting of course and field work. A half-time cohort model is also available. After four full-time quarters of successful performance, candidates are eligible for the California State Preliminary Multiple Subject Teaching Credential. In their second year of the program, candidates continue their study as part-time students toward the MA in Education degree, and if eligible, for the clear credential.

Requirements

Student Teaching Requirements

- TB Test
- Identification clearance
- University library card for UCSB
- Official copies of all college transcripts
- Successful passage of CSET
- Successful completion of Quarter 1 and Quarter 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 Academic Advisor

Requirements for the Clear Credential (in addition to those above)

- Successful completion of an Approved Induction Program
- or
- Successful completion of an Approved Advanced Course of Study Program

Requirements for the MA Degree

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

Field Experience

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

The graduated Field Practicum/Student Teaching Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing, the educational development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances their social change skills. Only through 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 Practicum/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 Program faculty who are thoroughly familiar with the mission and learning objectives of the entire Program. University Supervisors also teach the required concurrent Proseminar at the university campus.

Curriculum Design

Quarter 1

Prerequisites to the program:

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

Core courses:

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

Total 15 units (9 MA)

Quarter 2	
TEP 505	Reading Instruction in Elementary School Classrooms (3 units)
TEP 507	Real World Mathematics (3 units)
TEP 533	Field Practicum (3 units)
TEP 538	Classroom Organization: Theory and Practice (3 units)
TEP 601B	Teaching & Accommodating Students with Disabilities (1 unit)
Total 13 units	

Quarter 3	
TEP 504	Social Science and Children's Experience (3 units)
TEP 511	Language Arts Curricula: Theory & Methods (3 units)
TEP 512A	Student Teaching with Professional Seminar (4 units)
TEP 519	Educational Technology (2 units)
TEP 602	Advocating for Healthy Children (2 units)
Total 14 units	

Quarter 4	
TEP 510	Science: Discovery Teaching, Action Learning (3 units)
TEP 513	The Arts in Culture and Learning (3 units)
TEP 515A	Student Teaching with Professional Seminar (5 units)
TEP 525	Physical Education and Movement (1 unit)
Total 12 units	

**4 Quarters = 48 MAE/TC Units
Preliminary Credential Completed**

Quarter 5	
TEP 613A	Sociological and Curricular Perspectives of Schools as Organizations (4 units)
TEP 614	Foundations of Educational Research (3 units)
TEP 617	Professional Intensive (1 unit)
Total 8 units	

Quarter 6	
TEP 616	Critical Evaluation of Educational Research (3 units)
TEP 618	Leadership in Educational Reform (4 units)
TEP 617	Professional Intensive (1 unit)
Total 8 units	

Quarter 7	
TEP 619	Producing and Disseminating Educational Research (3 units)
TEP 631	Resilience and the School Community (3 units)
TEP 531A	Enhancing English Language Development With Literature (2 units)
Total 8 units	

Quarter 8	
TEP 621	Thesis Study (6 units)
Total 6 units	

**8 Quarters = 78 MAE/TC Graduate Units
Master of Arts in Education Degree Completed**

Additional Requirements

Antioch University's Advanced Course of Study to meet the California Professional Clear Credential

In addition to the curriculum above, a candidate who does not have an approved Induction program available can take TEP 622 A-C, Professional Inquiry and Collegial Observation (1 unit each) to qualify for the clear credential.

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

The primary goal of the MAE in Social Justice and Educational Leadership (MAEx) is to increase the number of educators who have the knowledge and skills to affect 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.

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. Each of the research courses will focus not only on applying the material studied in the associated core courses but also on the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups. They will have many opportunities to reflect on their own strengths and challenges, 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 required units consist of elective courses in students' areas of interest and are included in their academic plan, which are approved by a faculty advisor in the program.

These elective courses are offered in the Education program, as well as in 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 the equivalent of two full time quarters plus three half-time quarters, typically beginning and ending in the fall quarter.

Curriculum Requirement

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

In each of five quarters, students enroll in one research course. These courses begin with an overview of education-

al research practices and build throughout the program as students engage in their own research. In each of the first three quarters, students also enroll in required curricular and leadership courses focusing on school reform from historical, social, political and current perspectives.

These core courses are designed to give all students a solid background and working knowledge of organizational change, perspectives on social change, and leadership in educational 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.

Students who need to fulfill the Clear Credential Requirements through an Advanced Course of Study Program or by taking specific courses are eligible to take approved courses toward that end as part of their elective options.

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

Thesis Requirement

Candidates in the MAE program complete a thesis describing the research they have done throughout the program. The research course sequence prepares them to write the literature review, method section, data analysis and discussion of their projects. The final degree is conferred upon completion of all requirements described above, including the documentation of completion of the written thesis.

Quarter 1

TEP613A

Sociological and Curricular Perspectives in Schools as Organizations (4 units)

TEP614

Foundations of Educational Research (3 units)

TEP 630

Social Justice and Educational Leadership (3 units)

Electives (0-2)

Total 10- 12 units

Quarter 2

TEP616

Critical Evaluation of Educational Research (3 units)

TEP618

Leadership in Educational Reform (4 units)

TEP617

Professional Intensive 1 unit

Electives (0-1)

Total 8-9 units

Quarter 3

TEP619

Producing and Disseminating Educational Research (3 units)

TEP 631

Resilience and School Community

(3 units)

Electives (0-6)

Total 6-12 units

Quarter 4

TEP632

Practicum in Educational Inquiry (3 units)

Electives - 3-9 units

Total 6-12 units

Quarter 5

TEP621A

Thesis Study (6 units)

Electives (0-6 units)

Total 6-12 units

Total MAEx units: 45

Master of Arts in Education

Course Descriptions

HDV 455 Child Development and Learning

3 units

This class integrates current intermediate-level child development theory and research with elementary and middle school teaching practice emphasizing the cognitive, social, moral, and emotional domains. Candidates review contrasting claims concerning what, how, and why children learn. They collect and interpret developmental data through mini case studies, making connections between the implications of developmental research on methods of teaching as well as other forms of interactions with students.

HDV 458A Language Development and Acquisition

3 units

This course combines the study of cognitive, personal and social development with the study of the psychophysical dimensions of first- and second-language acquisition, language learning and use. The course also reviews current theory and research on how the variables of development, class, and ethnicity impact language learning. Relevant federal and state laws, policies, and legal requirements governing the education of second-language students are studied and school based programs are examined.

TEP 504 Social Science and Children's Experience

3 Units

This class teaches methods of making social science content knowledge meaningful in children's lives. Approaches include developmentally-appropriate instruction in the processes of government, politics, and history-making, including the socio-cultural and political factors affecting first and second-language development, and the implications of the differential status of language and dialects, value systems, and skin color. Candidates learn how to engage students in the study of different cultures in the US and California, including contributions of cultural diversity, and relationships of super-

ordination and subordination relative to culture.

TEP 505 Reading Instruction in Elementary School Classrooms

3 Units

In this course, candidates learn to provide balanced and comprehensive reading instruction for K-8 classrooms, with an emphasis on emergent reading. Relationships between oral and written discourse and language variation are studied in order for candidates to begin to develop flexible literacy instruction strategies and skills to meet the needs of diverse students. Candidates examine social, cultural, economic, and political factors affecting literacy development particularly first- and second-language development.

TEP 507 Real World Mathematics

3 Units

This course reflects an interdisciplinary, culturally-responsive approach to teaching mathematics that enables teachers to engage all students with the core curriculum in a real-world context. Candidates learn to use a variety of pedagogic methods and teaching materials as well as a variety of opportunities for their students to demonstrate their knowledge. Candidates engage in reflective dialog regarding the NCTM Standards, the California State Framework, and the content standards for mathematics. Strategies for teaching mathematics to second-language learners are practiced

TEP 510 Science: Discovery Teaching, Action Learning

3 Units

This course introduces methods of teaching science within the context of ecology with a focus on fostering English language development (including SDAIE and ELD) particularly the development of students' science-related language. Critical thinking, problem-solving, and problem-posing are at the center of unit and lesson planning. Candidates plan and implement balanced instruction with knowledge of how physical, life, and earth science con-

tent standards are achieved in conjunction with investigation and experimentation. Candidates design instruction informed by students' development and language usage. Candidates learn to use literature, to teach students how science was and is learned—through hands-on experiment and discovery. Teaching students to protect and sustain ecological systems is considered central to the course.

TEP 511 Language Arts Curricula: Theory and Methods

3 Units

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.

TEP 512A Student Teaching with Professional Seminar

4 Units

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. 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' standards-based teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context. (Lab fee required for the Teaching Performance Assessment)

TEP 513 The Arts in Culture and Learning

3 Units

This course is designed to enable candidates to understand the role of art, artists, and culture in teaching children in a multicultural society. Candidates are intro-

duced to interpretive models for understanding the role of art in building culture, particularly major cultural groups represented in California. Candidates learn how to integrate artistic methods into all disciplines by providing culturally-responsive instruction based on the Visual and Performing Arts Framework adapted to the needs of diverse students. Candidates engage in direct art making activities, reflective writing and discussion. Music and its role in the classroom is also addressed. The instructors of this course and TEP 510 Science: Discovery Teaching, Action Learning will coordinate several of the assignments culminating in an integrated thematic unit.

TEP 515A Student Teaching with Professional Seminar **5 Units**

Candidates continue to engage in on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. They plan how they will start the year in their own classroom and discuss employment options. Candidates complete the Program Portfolio. Culturally-responsive instruction and teaching with mutual respect and care are reviewed and discussed in the context of candidates' teaching experiences. Candidates learn legal and professional requirements and expectations. Candidates' questions are explored with peers and instructor in a supportive, problem-solving context. (Lab fee required for the Teaching Performance Assessment)

TEP 519 Educational Technology **2 Units**

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

abilities, learning styles, and accessibility issues.

TEP 525 Physical Education and Movement **1 Unit**

In this course, candidates learn fitness activities, developmentally appropriate movement activities as defined in the National Physical Education Standards and the California Framework on Physical Education and develop knowledge of locomotor and non-locomotor skills. Definitions and examples of health related physical fitness are introduced and discussed. Candidates learn activities that will establish classroom management, cooperative and team building activities, and provide success for all students during physical education activities. Candidates will be introduced to using assessment in physical education. Modifications of activities will be examined and practiced for English Learners and students with physical disabilities.

TEP 531A Enhancing English Language Development with Literature **2 units**

In this intensive course, candidates will use children's literature to enhance all students' access to the core curriculum, particularly English Learners. In addition, candidates will practice using children's literature to develop the thinking, reading, and speaking skills of English Learners. Part of this practice will include how to use literature and Literature Circles to advanced students' thinking about issues of prejudice, fairness, and equity. Finally, candidates will learn to evaluate a wide variety of children's literature in terms of its appropriateness for and accessibility to students of diverse cultures and languages.

TEP 533 Field Practicum **3 Units**

This field practicum is designed as a laboratory for TEP 505, 507 and 538. Candidates are placed in schools where they observe and participate using the theories and strategies taught in these courses. Candidates work with children from diverse cultural and language backgrounds. The practicum is designed to cover topics related to the development of reflective practice. (Lab fee required for the Teaching Performance Assessment)

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

This course provides an orientation to the philosophies of teaching and learning that guide the MAE/TC Program. A primary

objective is to facilitate candidates' beginning constructions of their professional identities as teachers in diverse classrooms. Candidates study multiple aspects of the history, philosophy, sociology, politics, pedagogy, and purposes in public education in the US. Candidates also review the demographics of student populations and how they are related to student outcomes, including careful examinations of racism, classism, and other forms of bias and their relationships to the distribution of educational opportunities including good teachers. The discipline Frameworks, Content Standards, and Standardized Testing are studied and critiqued from a variety of perspectives. While developing their own philosophy of education statement, candidates study how to establish a caring, learning community based on the principle of mutual respect. Candidates learn to engage students in democratic action.

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

In this highly experiential course, candidates learn and practice mediation and conflict resolution strategies for working with groups common to classrooms and schools, as well as individuals. Emphasis is placed on using these skills and strategies with children, peers, and colleagues who may differ from the self in terms of culture, age, ethnicity, language use, gender, sexual preference, social class, and professional position.

TEP 538 Classroom Organization Theory and Practice **3 Units**

In this course, candidates study the social and developmental psychology and sociology of classrooms. They also examine the philosophy behind popular methods of "behavior management." Classroom models from democratic to autocratic are studied while candidates observe and participate in assigned classrooms. Candidates reflectively construct an organization plan for their own practice.

TEP 539 Rethinking Secondary Education: Single Subject Methodology **4 Units**

Students in this course study curriculum trends and design in the secondary classroom, with a focus on designing and implementing curricula. Students focus on methods of making content matter meaningful in students' experiences. The emphasis is on developing a framework for learning that incorporates real life experience, uses alternative curricular material, aligns with State Content

Standards, and incorporates interdisciplinary approaches. Candidates learn to plan and deliver instruction in a departmental setting using a variety of methods and materials. Critical thinking and problem-solving are at the center of unit and lesson design. This course integrates theory and practice in the diverse classroom. Theories of leadership, classroom organization, discipline and lesson planning are examined in the context of California's diverse secondary schools. Attention is given to secondary school reform practices that promote achievement and opportunities for poor performing students with an agenda of equity, compassion, and resilience education.

TEP 601A Social & Legal Dimensions of Special Education

2 Units

This course provides candidates with information required to meet the needs of exceptional students. Content areas include state and federal special education legislation, exceptional learner characteristics, referral practice, and mainstreaming principles. As a result of this course, teacher candidates will understand their legal obligations with respect to students with special needs and will be able to clearly identify students for appropriate referral. Candidates will be able to advocate for the needs of special students and be aware of family issues with respect to disability.

TEP 601B Teaching & Accommodating Students with Disabilities

1 Unit

This course builds upon the knowledge gained by candidates in TEP 601A. Candidates will learn skills necessary to accommodate the special education student within a mainstream environment. Candidates learn informal assessment, instructional planning and evaluation, behavior encouragement techniques, mainstreaming principles, and consultation skills. As a result of this course, teacher candidates will be able to interface with special education personnel, implement and evaluate special learner programs, and work effectively with exceptional learners in the regular classroom environment.

TEP 602 Advocating for Healthy Children

2 Units

This course covers knowledge about cultural and socioeconomic differences relative to nutrition, physical and mental health, and healthcare service issues. Candidates learn skills in working with

students and families from diverse backgrounds for the purposes of providing effective interventions concerning health problems. Drug awareness and sexuality education programs are examined and candidates develop their positions on these issues. Candidates learn skills in identifying and reporting physical and psychological neglect and abuse, substance abuse, and information regarding various referral options.

TEP 613A Sociological and Curricular Perspectives of Schools as Organizations

4 Units

Research on organizations as "systems" is studied from both business and education literatures. Candidates develop familiarity with how these systems operate and perpetuate themselves. Candidates embark on a sociological study of the antecedents (historical, social, political, economic, and cultural) of elementary and middle schools. The structural, political, cultural and symbolic dimensions of schools are identified and critically analyzed. Each candidate conducts an organizational analysis of a school. Particular emphasis is placed on the roles teachers can take in educational organizations. Students' basic assumptions about schools are deconstructed. Prerequisite: teaching credential or equivalent.

TEP 614 Educational Research Methods

3 units

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

TEP 615 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.

TEP 616 Critical Evaluation of Education Research (continuation of TEP 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 TEP 614.

TEP 617A-C Professional Intensives

1 unit each

This intensive module will have changing topics related to current student issues, recent legislation, and emerging educational research. For example, one quarter's intensive might focus on educational accountability and assessment (including examining the effects of high stakes testing on diverse student populations). Other topics could include curricular issues, special student populations, health, standards, technological advances, ethics in education, etc. Prerequisite: teaching credential or equivalent.

TEP 618 Leadership in Educational Reform

4 units

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

contexts. Students identify their own theories of leadership, and study relationships between motivation and power.

Prerequisite: teaching credential or equivalent.

TEP 619 Producing and Disseminating Educational Research (continuation of TEP 616)

3 units

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

Prerequisite: TEP 614 and 616

TEP 621A Thesis Study

3-6 units

Students review central features of their learning and receive support in the completion of their projects, which will incorporate these features. Students study and practice professional data interpretation, writing, organization, and presentation skills. They will critique each others' written work. Methods of research publication are studied and candidates are encouraged to receive assistance toward publishing their work. Each student will be required to practice and present their conclusions to an appropriate community organization, professional group, or educational agency. *Prerequisite: TEP 616 and approval of faculty advisor.*

TEP 630 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.

During this course students also form a unique collegial support group for pursu-

ing 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 of Arts in Education Program in Social Justice and Educational Leadership.*

TEP 631 Resilience and the School Community

3 units

This course will focus on community building in classroom and school as a mediating variable in developing positive health behaviors and a positive disposition toward learning. The focus will be on how community leads to resilient, thriving students. The PORT model of Resilience Education will be taught and practiced. Participants in the course will participate in personal reflection and curriculum development for the purpose of strengthening their own students' resilience.

TEP 632 Practicum in Educational Inquiry

3 units

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

TEP 633 Collegial Coaching for Resilience Education

3 units

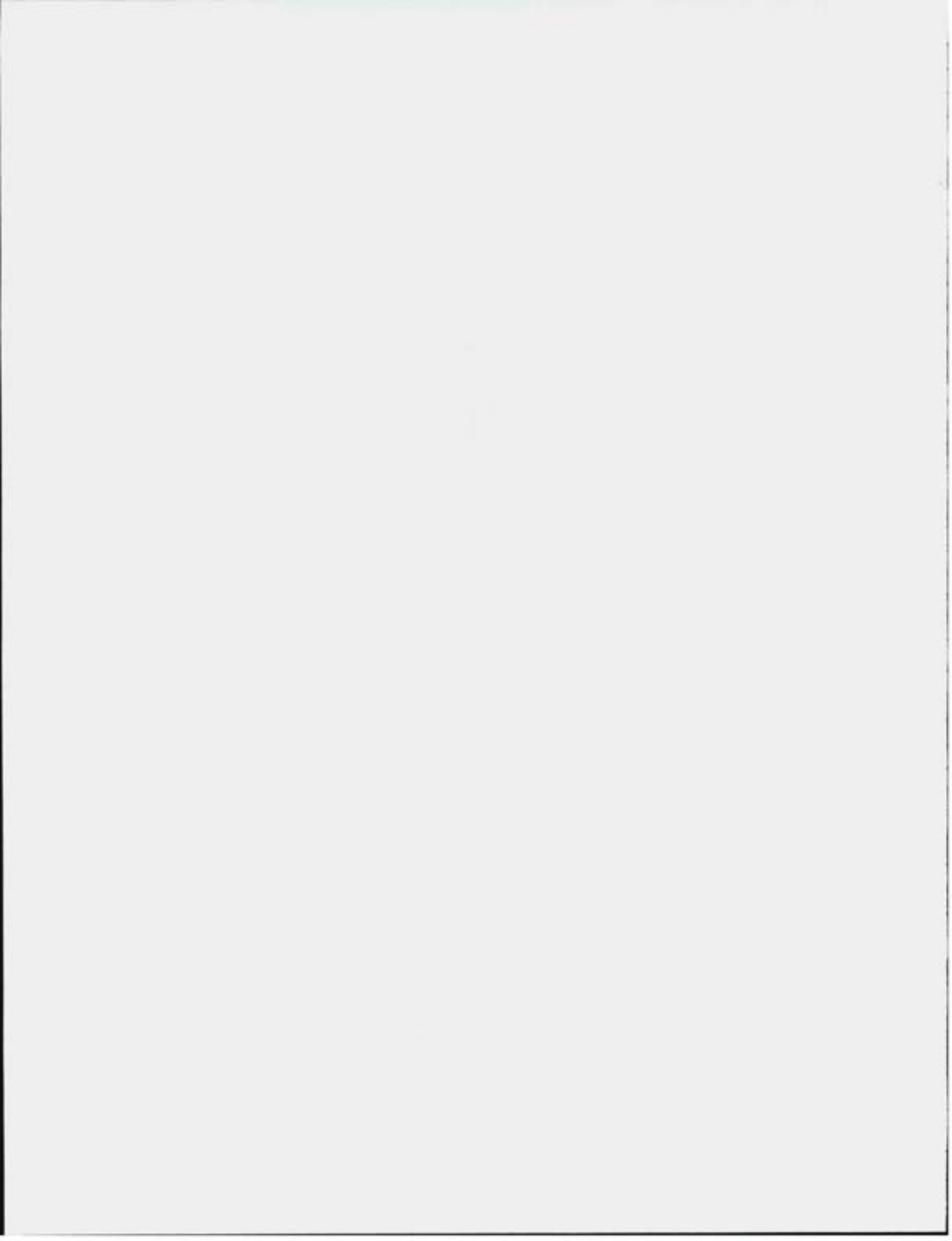
Students will extend their notions of Resilience Education by practicing "collegial observation" in the field. Students use the PORT model of resilience education to observe different teachers; hold pre and post conferences to uncover the observed teacher's philosophical/psychological and pedagogical orientation. The course will include focus on observation skills; communication skills; and some Gestalt forms of meta processing (resilience PORT model). It will also prepare students to be Peer Assistance Reviewers or Collegial Coaches for their own school contexts.

TEP 634 Educational Inquiry: Professional Issues in Education

2 units

During this course, students will examine current educational issues in depth. Through readings, dialog, analysis, and action, students will begin to understand the historical, political, and social reasons for the current state of affairs with regard to a variety of pressing issues in our schools. Students will acquire a better understanding of the links between issues. Support for collective action from teachers to improve programs for children will be established.

Antioch Community



Antioch University Southern California Administration

LucyAnn Geiselman, *President, Antioch University Southern California*, Ph.D. in Education, Carnegie Fellow, University of Chicago; M.A. in Theology, Texas Christian University; B.A. in Religion, Texas Christian University; Visiting Kellogg Fellow, Oxford University; Senior Fellow, American Council of Education.

Daniel Seymour, *Provost, Antioch University Southern California at Santa Barbara*. Ph.D., Marketing, University of Oregon. M.B.A., Management, University of Oregon, B.A., Political Science, Gettysburg College.

Linda A. Moody, *Dean of Academic Affairs and Professor of Humanities, Antioch University Southern California at Los Angeles*. Ph.D., Systematic and Philosophical Theology and Philosophy of Religion, The Graduate Theological Union; A.M., Education, The University of Michigan; M.Div., the Southern Baptist Theological Seminary; A.B., with distinction, The University of Michigan.

Richard Whitney, *Dean of Academic Affairs, Antioch University Southern California at Santa Barbara*. M.A., Psychology, University of California Los Angeles. B.A., Psychology, University of California at Los Angeles.

Lynn M. Holley, *Dean of University Relations, Antioch University Southern California*. B.S. Communications, State University of New York, Empire State College

Patricia McBride, *Chief Fiscal Officer, Antioch University Southern California*. M.B.A., Finance, University of Southern California; B.A., History, University of California at San Diego.

Antioch University Southern California at Santa Barbara Core And Associate Faculty

Juliet Betita (2001). M.A. Counseling Psychology, Goddard College. B.F.A, San Francisco Art Institute.

Michele Britton Bass (1999). Ed.D. Organization and Leadership, University of San Francisco, M.A. Special Education, Sonoma State University. B.A. Social Ecology, University of California at Irvine.

Marianne D'Emidio Caston (2000). Ph.D. Education, University of California at Santa Barbara. M.A. Educational Leadership and Administration, University of California at Santa Barbara. B.A., Liberal Studies, Antioch University at Santa Barbara.

Michele Harway (2002) Diplomate in Family Psychology, ABPP. Ph.D. Social and Developmental Psychology University of Maryland. M.A. Psychology University of Maryland. B.S. Psychology Tufts University.

Hymon T. Johnson (1993). Ed.D. Educational Administration & Higher Education, Northern Illinois University. M.B.A., Northern Illinois University. B.Sc. Management, Northern Illinois University.

Karen Morgan (2004). M.A. Clinical Psychology, Antioch University Santa Barbara. B.A., Sociology, University of California at Santa Barbara.

Richard Morrow (1987). Ph.D. Speech, University of Michigan. M.A. Speech, University of Minnesota. B.A. Speech, Northwestern College.

Catherine Radecki-Bush (1996). Ph.D. Clinical Psychology, University of Delaware. M.A. Psychology, University of Delaware. B.S. Psychology, University of Maryland.

Lillian Seldeen (1989) M.A. Psychology, Antioch University at Santa Barbara, M.B.A., Pepperdine University. B.A. Liberal Arts, Antioch University at Santa Barbara.

Donna Starr (2000). M.A. Educational Administration, University of California at Santa Barbara. B.A. English, University of California at Santa Barbara.

Jeffrey Dean Stauffer (1990). Ed.D. Educational Administration, University of La Verne. M.A. Public Administration, Ball State University. M.A. Ed. Administration, California Lutheran University. B.A. Political Science, Brigham Young University.

Richard Whitney (1978). M.A. Psychology, University of California at Los Angeles, B.A. Psychology, University of California at Los Angeles.

Heidi A. Zetzer (1996). Ph.D. Counseling Psychology, University of California at Santa Barbara. M.A. Counseling Psychology, Ohio State University. B.S. Psychology, Denison University.

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.

Roni Adams, Ph.D. Educational Leadership and Organization, University of California at Santa Barbara.

Deborah Allen, M.S.W., University of California at Los Angeles.

Dana Alexander, M.A. in Theological Studies, Gordon-Conwell Seminary. M.A. in Counseling, Northeastern University.

Avrom Altman, M.A. Counseling, University of Missouri, Kansas City.

- Kathleen Baggaley, MFT, M.A.** Goddard College.
- June Beck, M.A.** English Studies, California Polytechnic.
- Dyrian Benz-Chartrand, PsyD.** Clinical Psychology, Massachusetts School of Professional Psychology.
- Alan Bleiman, J.D.** Law, Quinnipiac College of Law.
- Christen Bloyer, M.B.A.,** Human Resource Management and Organizational Development, Westminster College of Salt Lake City.
- Toby Bobes, Ph.D.** Human Behavior, Ryokan College. M.A. Marriage, Family, and Child Counseling, Azusa Pacific University.
- John Borst, Ph.D.** Higher Education and Social Change, Western Institute for Social Research.
- Michael Bourgeois, M.A.,** Sociology, University of California at Santa Barbara.
- Norman Bradley, M.A.** Education, Stanford University.
- Paul Butler-Nalin, Ph.D.** Education, Stanford University.
- Steven Caputo, M.A.** Organizational Management, Antioch University at Santa Barbara.
- James Carriger, Ph.D.** Organizational Theory, University of California at Santa Barbara.
- Faith Cavalier, M.A.** Clinical Psychology, Antioch University of Santa Barbara.
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Academic Calendar 2004-2006

Santa Barbara Campus

(subject to change)

Summer Quarter 2004

Admissions Application Deadline Summer 04	May 10*
Tuition and Fees Due for Summer 04	June 8-10
First Day of Classes	July 6
Final Add Date	July 19
Independence Day Holiday	July 4
Labor Day Holiday (observed)	September 6
Tuition and Fees Due for Fall 04	September 7-9
End of Instruction Period	September 18

Fall Quarter 2004

Admissions Application Deadline Fall 04	August 9*
Tuition and Fees Due for Fall 04	September 7-9
First Day of Classes	October 4
Final Add Date	October 18
Thanksgiving Holiday (observed)	November 25-27
Tuition and Fees Due for Winter 05	December 7-9
End of Instruction Period	December 18

Winter Quarter 2005

Admissions Application Deadline Winter 05	November 8*
Tuition and Fees Due for Winter 05	December 7-9
New Year's Day Holiday (observed)	January 1
First Day of Classes	January 3
Martin Luther King's Birthday (observed)	January 17
Final Add Date	January 18
Presidents' Day (observed)	February 14
Tuition and Fees Due for Spring 05	March 8-10
End of Instruction Period	March 19

Spring Quarter 2005

Admissions Application Deadline for Spring 05	February 7*
Tuition and Fees Due for Spring 05	March 8-10
First Day of Classes	April 4
Final Add Date	April 18
Memorial Day Holiday	May 30
Tuition and Fees Due for Summer 05	June 7-9
End of Instruction Period	June 18
Commencement	June 19

Summer Quarter 2005

Admissions Application Deadline for Summer 05	May 9*
Tuition and Fees Due for Summer 05	June 7-9
First Day of Classes	July 5
Final Add Date	July 18
Independence Day Holiday	July 4
Tuition and Fees Due for Fall 05	September 6-8
End of Instruction Period	September 17

Fall Quarter 2005

Admissions Application Deadline Fall 05	August 8*
Tuition and Fees Due for Fall 05	September 6-8
First Day of Classes	October 3
Final Add Date	October 17
Thanksgiving Holiday (observed)	November 24-26
Tuition and Fees Due for Winter 06	December 6-8
End of Instruction Period	December 17

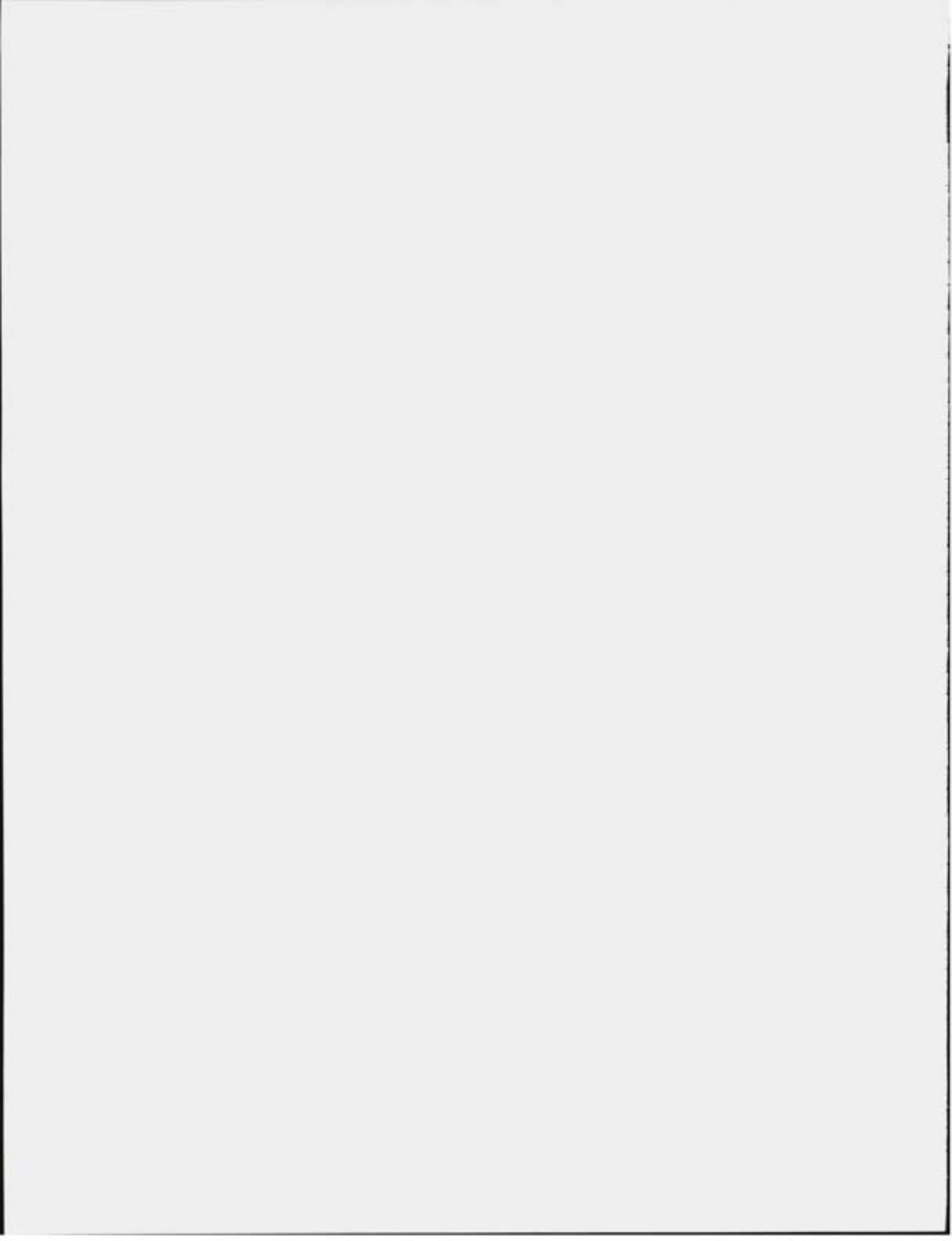
Winter Quarter 2006

Admissions Application Deadline Winter 06	November 7*
Tuition and Fees Due for Winter 06	December 6-8
New Year's Day Holiday (observed)	January 1
First Day of Classes	January 2
Martin Luther King's Birthday (observed)	January 16
Final Add Date	January 17
Presidents' Day (observed)	February 13
Tuition and Fees Due for Spring 06	March 7-9
End of Instruction Period	March 18

Spring Quarter 2006

Admissions Application Deadline for Spring 06	February 6*
Tuition and Fees Due for Spring 06	March 7-9
First Day of Classes	April 3
Final Add Date	April 18
Memorial Day Holiday	May 29
Tuition and Fees Due for Summer 06	June 6-8
End of Instruction Period	June 17
Commencement	June 18

NOTE: The MAE/TC Program organizes its calendar to coincide with the calendars of its public school partners. MAE students will receive calendars specific to their program and should adhere to those dates for class information. Registration and fee payment dates are not affected, and are consistent with the posted dates in campus materials.



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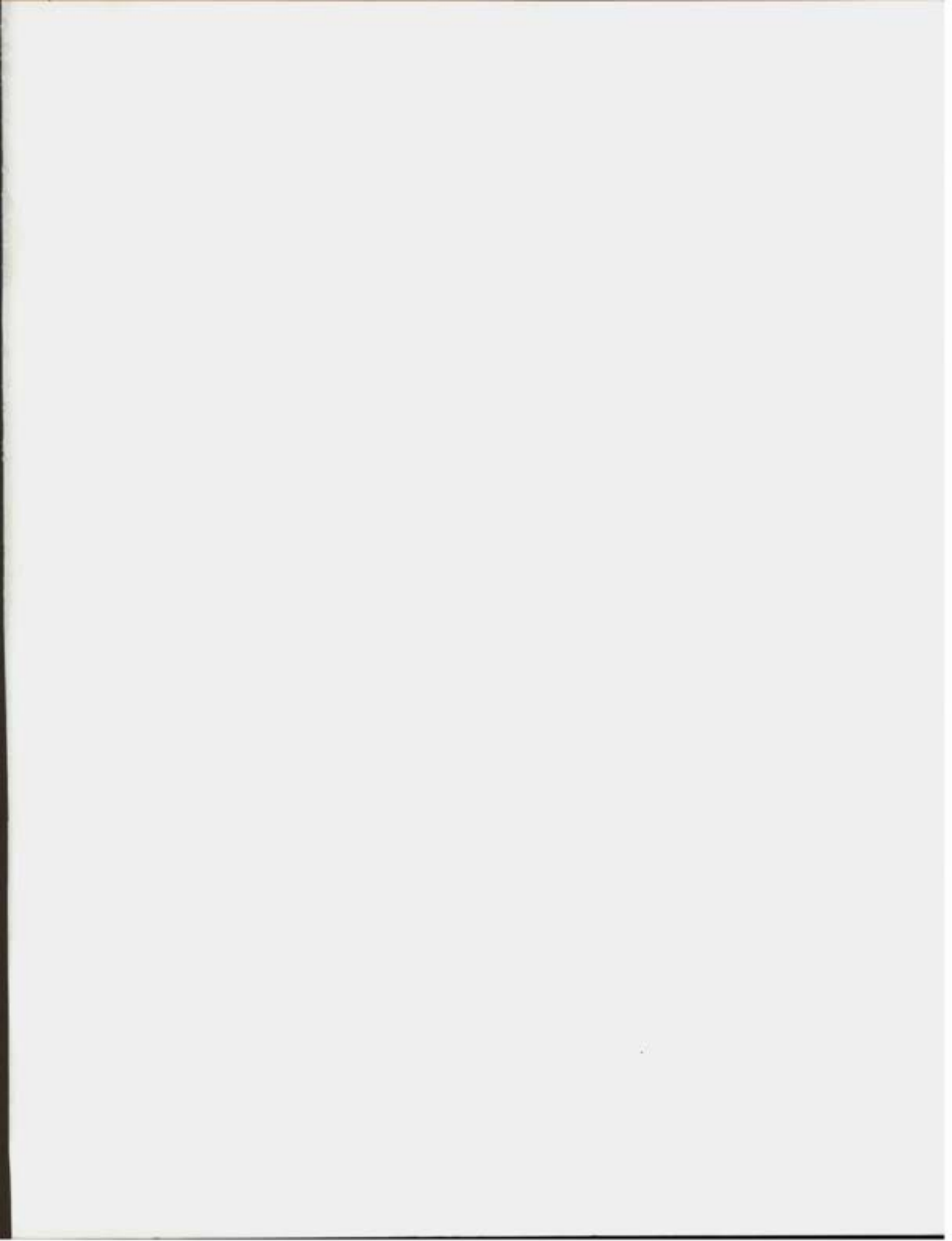
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