



General Catalog
2007-2009

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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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30 North LaSalle Street, Suite 2400
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www.ncahigherlearningcommission.org

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

Bureau for Private Postsecondary and Vocational Education

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Sacramento, CA 95814

or

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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 April 2007. Antioch University reserves the right to revise its fees, policies, procedures, and/or catalog at any time.

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A Message from the President

Welcome,

I would like to personally thank you for choosing Antioch University Santa Barbara for the pursuit of your academic degree. We pride ourselves on being a small, private, non-profit and fully accredited university located in one of the most beautiful cities in the world. Here, you will find caring professors more than willing to reach out and help you reach your highest goals.

I invite you to explore the offerings in this catalog. You will find a variety of degree programs, including a Bachelor of Arts in Liberal Studies, a Master of Arts in Clinical Psychology, a Master of Arts in Organizational Management with several unique concentrations, a Master of Arts in Education with emphasis in social justice and educational leadership, a Master of Arts in Education and Multiple-Subject Teaching Credential, and a PsyD in Clinical Psychology. Plans are well underway for a new MFA in Writing for Visual Media (screenplay writing, playwriting, creative writing and creative non-fiction) and a Doctor of Business Administration.

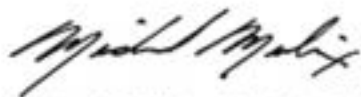
Antioch Santa Barbara is becoming an increasingly international university, with students coming from Taiwan, China, México, Norway, Germany and many other countries around the world. Our curriculum and academic programs are changing to reflect this new diversity. For example, a new concentration in our Masters in Organizational Management is called WISE and stands for Women's International Studies in Entrepreneurship. We are also working to establish a Spanish-language clinic in our psychology program, among other new ideas.

Our number-one goal at AUSB is to provide you, our students, with the highest possible quality in everything we do. We offer a unique education that integrates theory and practice. Our faculty identify themselves as "reflective practitioners" who bring real-life knowledge and direct experience into the classroom. We offer a supportive learning environment that encourages collaboration and development of skills in critical thinking.

At Antioch Santa Barbara, we encourage an interactive learning environment. We will encourage you to do much more than merely sit in class and listen to lectures. For us, learning means reflection but also involves frequent, often intense, dialogue with others. You will be challenged. And you will learn more than you ever thought possible.

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

With Gratitude,



Michael William Mulnix, Ph.D.
President

General Information

The Antioch Story

Welcome to Antioch Santa Barbara!

“... 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 Santa Barbara is an independent campus within the broader national system of Antioch University. We provide an excellent, innovative graduate and undergraduate education for adults. An Antioch education empowers students to act responsibly and to effect personal, social and environmental change within a global context. The Antioch approach emphasizes:

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

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

Our Vision

“... a never-ending belief in the possible....”

Antioch University Santa Barbara 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, ageism, 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

Founded in 1852 in Yellow Springs, Ohio, Antioch’s first president was Horace Mann. Mann was a renowned educator, architect of the American public school system, social reformer, and abolitionist. He wanted to establish a university like none other at that time – one that was nonsectarian, coeducational, and free from grades, standardized admissions, and rigid evaluation procedures. Students also were to be educated within the context of a democratically minded community. *The Atlantic* recently voted Horace Mann as the 56th most influential American of all time.

In 1863, Antioch instituted a policy that no applicant was to be rejected on the basis of race. It became the first U.S. College to designate a woman as a full professor and was among the first to enroll men and women in the same curriculum.

Antioch tends to attract pioneers, and Antioch's later president, Arthur Morgan, was no exception. Morgan, a self-taught engineer, had seen personally the narrowness of traditional, cloistered education. When he 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 mainstream higher education. Morgan also initiated the practice of student involvement in the governance of the institution, among many other innovations Antioch was launching in education and social engagement.

This kind of energy and experimentation 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 Los Angeles
- Antioch Santa Barbara

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

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

Antioch University Santa Barbara

The Launch of AUSB

The Santa Barbara campus opened in 1977 and has experienced steady growth to its current 300-350 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 and participants in various low-

residency programs. Although AUSB will always remain small and personal, current plans call for growth to about 600 students, with particular emphasis on growth in the international student body.

Antioch Santa Barbara's students are adults who seek a new direction in their careers or the mobility provided by earning an undergraduate or graduate degree. A diverse group of men and women ranging in age from 23 to 70, they share a serious determination to change their lives. The average student is 35 years old, and over 70 percent 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 growing number of Antioch students have relocated from countries around the world 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 that they bring. Class discussions are not so much designed as opportunities for individual learners to demonstrate how much or what they know, but as environments for furthering the learning and understanding of the community as a whole. In order to achieve this sort of learning environment, students must recognize a certain degree of responsibility for the success of the learning experience of the class as a whole.

Within this learning community, Antioch delivers a distinctive education that recognizes learning derived from previous work and life experience, and the use of written narrative evaluations instead of impersonal and

competitive grades (although individual students may request grade equivalents in addition to narrative evaluations). Among the distinctive features of our learning environment are:

- A personalized education that integrates academic excellence, experiential learning, and a commitment to community service. This tripartite model is the cornerstone of all Antioch educational programs.
- Individualized study and intense collaboration between students and faculty are at the core of Antioch's approach to student learning.
- An integration of theory and practice. Graduate and undergraduate students alike are required to earn credits through experiential learning, such as field study, internships, and traineeships. Most of Antioch's faculty members are practitioners and professionals in their respective fields and their experience is brought into the classroom.
- An emphasis on encouraging students to recognize and integrate diversity in intercultural, inter-group, intergenerational, and interpersonal dynamics. Antioch students are encouraged to question and probe their own views and those held by others, while simultaneously being responsible for respecting each and every individual in the community. Discussion and reflection are fully encouraged as ways of self-learning and of furthering the learning and understanding of the Antioch community.
- A supportive environment that encourages collaborative learning, values social awareness and activism, and respects the multiple roles of adult students.
- The development of communication and critical thinking skills to support effective and independent thought and action and a curriculum designed to prepare students to find meaningful work, improve professional opportunities, and lead more purposeful lives.
- Student-friendly systems designed for adult learners.

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

Degrees Offered

- Bachelor of Arts in Liberal Studies
- Master of Arts in Clinical Psychology
- Master of Arts in Organizational Management
- Master of Arts in Education
- Master of Fine Arts in Writing for Visual Media
(Contact Academic Dean for anticipated start date)
- Doctor of Psychology in Clinical Psychology

- Doctor of Business Administration
(Contact Academic Dean for anticipated start date)

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 six campuses. Principal responsibility for the Santa Barbara campus rests with the President, who provides leadership to the campus and is responsible to the Antioch University Chancellor. 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 President, deliberates on policy, budgetary and planning issues. Student voices related to these policy issues are directed to the President. The campus also has other governing and advisory bodies, a wide range of faculty and staff meetings, and community-wide meetings to provide input into campus operations and directions.

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
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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 Santa Barbara 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 admission decisions; with two exceptions: (1) Level 2 Aspect 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. Applicants to the Doctoral program in Clinical Psychology must have earned either an undergraduate or graduate degree in Clinical Psychology or a related field from a regionally accredited institution. Grade averages and the quality and content of previous academic work are evaluated, recognizing that an adult's present capacities may not be reflected in grades earned long before or in fields unrelated to present interests. 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 Marketing and Enrollment Management, 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 Marketing and Enrollment Management, 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.

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) 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 Program

- Master of Arts in Organizational Management (MAOM)
- Master of Arts in Clinical Psychology (MACP)
- Master of Arts in Education and Teacher Credentialing Program (MAE/TC)
- Master of Arts in Education—Emphasis in Social Justice and Educational Leadership (MAEx)
- Doctoral in Clinical Psychology—Emphasis in Family Psychology (Psy.D)

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.

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 to the International Office when applying:

- Passing Level 2 of Aspect English proficiency;
- 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 arranged through the Director of International Programs. 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 and may not transfer in more than 9 units.

The residency accumulated at the previous campus is evaluated, and a determination made if residency earned elsewhere at Antioch may be applied to the Santa Barbara degree requirement. 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.

Transferring into the Doctoral Program from other doctoral programs

Students wishing to transfer into the doctoral program in clinical psychology may transfer in up to 9-quarter units of academic work which meets the following criteria:

- Students wishing to transfer in units must get approval of the faculty.
- Applications for transfer units must be completed within 2 months of enrollment in the PsyD program.
- Units must be earned within 8 years of student's graduation from the PsyD program and must be completed at a regionally accredited program.
- Courses must be in the core areas of psychology and the syllabi must match those of courses in the Antioch Santa Barbara PsyD curriculum.

Note: Transferred Graduate units may not be more than eight years old upon the date of graduation from the PsyD program.

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 that will be more than five years old at the point of graduation will not be accepted and Graduate work that will be more than eight years old at the point of graduation from the PsyD program 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.

Admission Decisions

Full Acceptance

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

Provisional Acceptance

Students who are admitted provisionally receive a letter of acceptance stating the reason(s) for the provision and what is necessary in order to receive full acceptance. Provisional acceptance applies to students who either lack one or more particular elements of preparation or who need to fulfill requirements for full acceptance. The

provisional requirements stated in the admissions letter must be satisfied by the stated deadlines and prior to the student being allowed to register for a second term. It is the student's responsibility to work closely with an assigned faculty advisor and to make sure the Office of 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 both the Registrar 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 at Antioch, Santa Barbara (AUSB) provides a personal approach to the entire application process including debt management counseling, outside scholarship search assistance, as well as detailed instructions and help at every stage of the financial aid application process. We evaluate students' eligibility for a wide variety of available student financial aid programs, including student loans and make every effort to ensure that any student who is accepted can attend. Most grant and loan awards are made on the basis of financial need, but even students ineligible for need-based aid can receive other forms of aid.

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.

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

What Types of Financial Aid Are Available?

Federal Pell Grant - Federal grant that need not be repaid (for Undergraduate students only); based on financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG) - Federal grant that need not be repaid (for Undergraduate students only); based on financial need.

Cal Grant - State grant that need not be repaid (for Undergraduate and 5th year benefit MAE/TC students); based on financial need and grade point average. Cal Grant recipients will also need to provide a copy of their award letter (CAR) from the California Student Aid Commission.

Antioch Tuition Grant (ATG) - Institutionally funded grant that need not be repaid; assigned based on financial need; must be on financial aid to qualify. Awards assigned through the Financial Aid Office.

Antioch Opportunity Grant (AOG) - Institutionally funded grant that need not be repaid; must be on financial aid to qualify. These grants are intended to increase cultural diversity and are based on financial need. Awards assigned at the discretion of the Program Chair.

Antioch Admissions Scholarship - Institutionally funded grant that need not be repaid; must be on financial aid to qualify. These grants are intended to assist students during their first quarter only. Awards assigned at the discretion of the Admissions and Financial Aid Offices.

Antioch President's Scholarship - Institutionally funded grant that need not be repaid; must be on financial aid to qualify. These grants are intended to assist students based on a combination of financial need, academic achievement and community service.

Federal Work-Study Program (FWSP) - The Federal Work-Study program is a campus-based aid program, providing job opportunities on campus, for students who have established financial need through the submission of the FAFSA. Students must be enrolled at least half-time and maintain satisfactory academic progress. If interested, please submit a resume to the Financial Aid Office with your application forms.

Federal Perkins Loan - Low interest loan with delayed payback; based on financial need and availability of funds.

Parent Plus Loans - A fixed interest loan for parents of dependent students. Credit check required.

Federal Stafford Loans - A fixed interest loan with delayed payback. Interest paid by the government while in school on Subsidized Loans; interest accruing while in school on Unsubsidized.

Federal Grad Plus Loans - A fixed interest loan with delayed payback. Credit check required.

Private Scholarships - Private Scholarships are offered by many organizations, including government, businesses, and non-profits. They may be based on academics, achievements, hobbies, talents, organizational affiliations, and career aspirations. A listing of many of these scholarship opportunities is available on our website. A thorough scholarship search will succeed if you start early, keep organized and search diligently.

Applying for Financial Aid

Students should begin applying for financial aid at the same time they begin applying for admission to an Antioch program. Obtaining financial aid takes approximately 4 to 6 weeks. Students apply for financial aid through the following process:

Step 1. Complete the FAFSA

Apply online at www.fafsa.ed.gov or by mail – be sure to request a pin number and to include our school code, **E00556**.

Step 2. Make an Appointment

Once your FAFSA is processed, please print out a copy of your student aid report and double check all the information for accuracy. Please bring a copy with you to your appointment. You should also bring with you the names, addresses and phone numbers of two references.

If you are Pell eligible (BA students only) or if your student aid report has been selected for verification, you will also need to provide us with last year's Federal tax returns and W2's. CalGrant recipients (BA students only) will also need to provide a copy of their award letter (CAR) from the California Student Aid Commission.

Step 3. Complete and Return These 3 Forms

- Antioch Financial Aid Request Form
- Entrance Interview Form
- Master Promissory Note

Please note: Returning financial aid students only need to complete the Request Form and a FAFSA

Financial Aid Cautions

- All forms of financial aid are disbursed on a quarterly basis.
- Eligible students must be enrolled at least half-time.

- Financial Aid awards may be affected when students withdraw for a quarter, change their status from full-time to half-time, or fail to maintain satisfactory academic progress.

- Students planning a change in enrollment should contact the Financial Aid Office to discuss the implications prior to making the change.

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 re-calculated based on the percentage of the semester completed, and will be required to repay any unearned financial aid they have received.

Satisfactory Academic Progress (SAP)

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

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.

Tuition & Fees

2007-2008

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 (12-15 units)	\$4645
MAEx (10-15 units)	\$5145
MAE/TC (13-23 units)	\$4920
MAP and MAOM (8-15 units)	\$5145
PSYD and Pre-PSYD (8-9 units)	\$530/unit
PSYD and Pre-PSYD (10-15 units)	\$6360

Half-time tuition per quarter

BA (6-9 units)	\$2790
MAEx (6-9 units)	\$3090
MAE/TC (6-12 units)	\$2955
MAP and MAOM (4-7 units)	\$3090
PSYD and Pre-PSYD (4-7 units)	\$530/unit

Per-unit tuition and overload charge

BA	\$465
MAEx	\$515
MAE/TC	\$495
MAP and MAOM	\$515
PSYD and Pre-PSYD	\$530

Other Fees

Admissions Application Fee	\$60
Enrollment Maintenance Fee	\$450
Graduation Fee	\$100
MAGP Quarterly Liability Insurance Fee	\$10
PSYD Quarterly Assessment/Fall, Winter & Spring	\$267
Late Registration Fee	\$100
MAE Teaching Performance Assessment Fee	\$50
International Student Activation Fee	\$150
Prior Experiential Learning Fee (1-5 units)	\$300
Project/Thesis Completion Fee	\$450
Returned Check Fee	\$25
Special Services Fee	\$100
Student Activities Quarterly Fee	\$1
Technology Quarterly Fee	\$15
Transcript Only Fee	\$10
Transcript and Narrative Assessments Fee	\$20

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

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

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.

Explanation of Fees

Admissions Application Fee

This fee must accompany the Application for Admission. Consideration for admission will not be given until the fee has been paid. Students who completed their undergraduate degrees with Antioch University Santa Barbara and are applying for graduate programs and those who transfer from any other Antioch campus must follow all regular admissions procedures including the payment of the Admissions Application Fee.

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

Enrollment Maintenance Fee

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

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

Payment of the Enrollment Maintenance Fee allows the University to certify to other institutions or agencies that the student is participating in her/his degree.

Enrollment certification under this registration status provides eligibility for student loan deferment for one quarter only. Students must register and pay the Enrollment Maintenance Fee during the quarterly registration period. Students may not initiate new learning activities for credit while on Enrollment Maintenance status (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. A \$100

processing fee is required when submitting the application.

MACP Liability Insurance Fee

A \$10 quarterly liability insurance fee is charged to MACP students.

PSYD Fall, Winter and Spring Quarterly Assessment Fee

A \$267 Fall, Winter and Spring quarterly assessment is charged to PSYD and pre-PSYD students for practica and materials.

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 Office of the Registrar during regular registration. Failure to file the form may subject the student to withdrawal from the University, a readmissions charge, and the need to meet current academic requirements in force at the time of readmission.

Prior Learning Fee

Undergraduate students are charged a \$300 fee for each Prior Learning evaluation (1-5 units). The fee is paid when the student registers for the prior.

Special Services Fee

A Special Services Fee of up to \$100 may be charged in various administrative situations that require special service for the student.

MAE/TC Teaching Performance Assessment Fee

A \$50 TPA lab fee is mandatory for all teacher credential candidates and is attached to specific courses in the program.

Quarterly Technology Fee

This \$25/quarter fee covers the cost of usage of FirstClass email system, OhioLink online library, campus computers, printing and Internet usage.

Thesis or Project Completion Fee

A \$450 Thesis or Project Completion Fee is designed for students in the MAE and MAOM Programs who have completed all coursework and residency requirements and who require advisement in order to finish a thesis or project. Students who are completing their MA thesis or project under this status must register and pay the Thesis or Project Completion Fee during the quarterly registration period.

Registrarial Policies & Procedures

The Office of the Registrar maintains academic records for each student, including a file with original copies of evaluations, transcripts from other institutions, admission documents, and copies of correspondence. Students may access their quarterly course registration records and cumulative academic credit history via *myAntioch*, the web-based student information system.

The Office of the Registrar must be informed in writing when a student withdraws or takes an authorized Leave of Absence; or changes address, telephone number, or name. The Office of the Registrar may be contacted regarding the following items: verification of enrollment, processing of student loan deferments, processing of requests for transcripts of Antioch coursework; graduation reviews, diplomas, and other general information regarding student academic records.

Student Status

Full-Time or Half-Time

Full-time status for undergraduate students is defined as 12-15 units. Fulltime status for master's students and doctoral students is defined as 8-15 units (except for the MAE Program). Half-time status for undergraduate students is defined as 6-9 units. Half-time status for master's students and doctoral students is defined as 4-7 units (except for the MAE Program). 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 MAEx Program, full-time is 10-15 units; halftime is 6-9 units. In the MAE/TC Program, full-time is 13-23 units; halftime is 6-12 units. Students registering for an overload pay an additional per unit fee.

Enrollment Maintenance Status

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; 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 or MA Education Program 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 Office of the Registrar during Registration. Students who leave school without filing this form are dropped from the mailing list. They are formally withdrawn from active student status and cannot re-enter Antioch without reapplying for admission. A new form is needed each quarter if the Leave of Absence extends for more than one quarter.

Withdrawal

A student who intends to withdraw from Antioch should discuss the decision with her/his Advisor. Withdrawal from the University means that student status is discontinued. Courses incomplete at the time of withdrawal are no longer eligible for credit, and the student must reapply formally for admission if 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 also must 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 also may be withdrawn, according to conditions stated in the Probation Policy.

Auditors and Non-Matriculated Students

Auditors register in a course with auditor status, not for credit. Consent of the Program Chair is needed for auditing. Instructors normally expect that auditing students complete all readings and participate in discussions. Students taking a course for credit are given preference over auditors in over-enrolled courses. Audited courses appear on the Antioch transcript only if the instructor certifies that the student was present in the class. If an auditor later wishes credit for the course, s/he must repeat the course.

Students registered full-time or half time may audit any course with the consent of the Program Chair for no additional fee. Students on Leave of Absence who wish to audit must pay the audit fee. Alumni auditors and non-matriculated student auditors register by filling out a Special Student Registration form and paying an audit fee. Antioch alumni auditing courses in the same program they attended pay a reduced Audit Fee.

Non-matriculated students may enroll in courses for credit without intending to earn an Antioch degree. Consent of the Program Chair is required. Special students are required to register for the course(s) on a non-matriculated status. In over-enrolled courses, they are given low priority. Non-matriculated students must register during regular Registration time. They are not eligible for financial aid. If a non-matriculated student later wishes to enter Antioch to work toward a degree, s/he needs to complete the regular admissions process and formally be accepted by Antioch. Credit earned as a non-matriculated student is not automatically transferable. The Program Chair must approve a petition for credit. The non-matriculated period does not count toward residency.

Credit Earned during Non-enrollment Periods

Students normally must be registered for Antioch classes (full-time, half-time, or per unit) in order to earn Antioch credit. 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 Advisor and the Program Chair must approve the arrangement in advance. Approved units are applied as transfer credit. Units earned at another school while on Enrollment Maintenance do not count toward residency.

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

activities that occurred during their absence from Antioch, residency must be re-evaluated. The Advisor and the Program Chair reserve the right to make decisions about this situation on an individual basis.

Diplomas

After the Application for Graduation has been submitted to the Office of the Registrar by the third week of the final quarter of study, the Registrar orders the student's diploma. 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 Office of the Registrar or from the AUSB web site, 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 PsyD) and dates of attendance;
- the number of copies needed;
- the full address(es) and zip code where transcripts should be sent;
- check or money order (no cash) payable to Antioch University;
- whether or not written evaluations should accompany the transcript (students may request that some or all evaluations accompany the transcript);
- 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 Office of the Registrar with a \$10 fee for each transcript requested or a \$20 fee per transcript plus narrative assessments. The transcript reflects only work for which completed learning evaluations are currently on file in the Office of the Registrar.

Graduated Student Transcripts

Transcripts for graduated students can be issued 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 \$10 (per transcript) or \$20 (per transcript plus narrative assessments) must be submitted to the Office of the Registrar. Students who graduated in 1985 or 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 Office of the Registrar at the time of withdrawal. Students withdrawing after 1985 should request transcripts from the Antioch University Santa Barbara Office of the Registrar.

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 Office of the Registrar 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, upon request the Registrar will contact the other institution to assist students in transferring credits. It is important to realize, however, that the determination of course credit transfer is the prerogative of the institution to which the student is applying.

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 a degree at Antioch Santa Barbara and wish to transfer to another Antioch campus to complete the degree are subject to transfer policies and degree requirements at the host campus as detailed earlier in this chapter. The 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 exception for one-day seminars is explained below.

Note: Beginning Summer 2007 the registration process will take place online via the AUSB web-based student information system (myAntioch).

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 three - 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.

Exception for one-day seminars

Students may add 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. Antioch University Los Angeles seminars open to Santa Barbara students must be added or dropped within the first two weeks.

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.

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 this opportunity. Those students accepted can enroll in up to 12 MA units. These units apply to the BA degree. If accepted into the 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 classes in the MACP and PsyD programs. BA students may approach MACP and PsyD faculty members about Independent Study work.

Graduate Students

Some 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 any 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 AUSB. As a standard, graduate courses that will be more than five years old at the time of graduation are not transferable and Doctoral level courses that will be more than eight years old at the time of graduation are not transferable.

In addition, students may take a course at another regionally accredited educational institution while enrolled at AUSB and request that those units be transferred to their program. To do this, the student submits a Petition for Exception to the Advisor who determines if the course is appropriate for transfer. The student then registers at the host institution, passes the course with a grade of "B" or better for graduate students, "C" or better for undergraduate students, and arranges for the course credits to be transferred to the Registrar's office.

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 AUSB and is central to her/his educational goals. The student officially registers both on the AUSB campus and at the other institution. The course instructor must agree to provide a narrative evaluation of the student using Antioch's Evaluator Learning Assessment and submit this Evaluation to the Registrar's Office.

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 AUSB, 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 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. (See degree program sections of this catalog for additional information about each program's review of student work.)

Academic Progress

Students are expected to maintain academic progress by completing work on time and at an appropriate standard of quality for undergraduate or graduate learning. Each program grants permission for late work in special circumstances, but incomplete work must be

completed within the prescribed time. Overall educational quality is upheld through careful quarterly reviews of the student's academic progress. Students whose evaluations indicate continuing academic problems, or students with excessive incomplete work, are contacted by the Advisor or Program Chair to discuss the problem. Probation, remedial work, or a period of withdrawal from the University may be recommended or required, but only after consultation with the student and after consideration of the individual situation. The faculty works closely with students to maintain satisfactory academic progress and to achieve their educational goals. Students in 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.

Students in the doctoral program have seven years from the original date of matriculation to complete their degree.

This seven-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 Santa Barbara establish and apply reasonable standards of satisfactory academic progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. To comply with these regulations, the 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.

Doctoral Students

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

- Satisfactorily complete 75% of cumulative units attempted (Enrollment Maintenance, Dissertation Project Completion, Internship Year 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 seven calendar years of entering the graduate program at AUSB.

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

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 who can prove special circumstances 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 a pattern of critical feedback in evaluations, which in the Advisor’s judgment is serious enough to indicate persistent academic problems which may warrant probation; or,
- documented plagiarism, academic dishonesty, ethical violations, or violations of school policy.

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 and PsyD 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 and the PsyD 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 Board of Behavioral Sciences, 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 either the MACP or PsyD 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 procedures described in this catalog under the section labeled Professional and Ethical Standards in Clinical Training and Student Teaching.

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 needed improvement. Antioch University transcripts list only learning activities for which credit has been awarded.

If a student receives a Credit Not Awarded designation, the student must repeat the class in order to earn credit. It is preferred that students repeat the course with a different instructor. However, if this is impossible, the student may petition the faculty to repeat the course with the same instructor. If the course is not offered prior to the student's projected date of graduation, the student may petition the Advisor to take the course as an Independent Study. If a student receives an Incomplete, s/he must complete the coursework satisfactorily by the date specified by the evaluator; if no date is specified, the due date defaults to the last day of the next quarter. Failure to complete the coursework by the due date results in a loss of credit for the course. If the student disagrees with the instructor's evaluation, the first step is for the student to discuss the evaluation with that instructor. If the student remains dissatisfied with the evaluation, the evaluation may be appealed by petitioning the Core Faculty to review the evaluation. The Core Faculty assigns an ad-hoc committee to review the fairness of the evaluation. It is recommended that every student keep personal copies of all assessments and other official academic materials until after Graduation.

Policy for Grade Equivalents

1. Narrative evaluations and grade equivalents

At Antioch University Santa Barbara, narrative evaluations serve as the official record of a student's academic progress. These narrative statements both describe and evaluate the student's work.

Faculty members write narrative evaluations for every credit-earning learning activity recognized by Antioch, whether it is sponsored learning such as classes and independent studies or non-college sponsored learning such as prior learning activities. Narrative evaluations give faculty the opportunity to describe the student's skills and knowledge, development and achievement during the learning activity. These evaluations can provide students with valuable information about their current limits and strengths. They can also help students identify their developmental goals and strategies for attaining them.

For a graduate-level learning activity, a narrative evaluation for which the student has received credit indicates that the student's work would have earned a minimum of a "B" if grades were given. In the undergraduate program, a narrative evaluation for which the student has received credit indicates that the student's work would have earned a minimum of a "C" if grades were given. In most cases, narrative evaluations can be copied and sent with a credit report to graduate schools for admission purposes or to employers for reimbursement purposes.

In some cases, however, narrative evaluations are not sufficient to meet the needs of a particular student. Students sometimes need grade equivalents and/or a GPA equivalent to be considered for admission to specific graduate programs or to qualify for financial aid, scholarships, and employer reimbursement, or for other reasons.

A student interested in a particular graduate program is advised to inquire whether grade equivalents are desired by that institution. Similarly, students can determine whether employers or financial institutions require such information. It is important that students make these inquiries early in their Antioch program so that they can request grade equivalents at the time that they enroll for the learning activities.

University-wide policy currently forbids grade equivalents from appearing on the student's transcript. Grade equivalents can only appear on the narrative evaluations, copies of which can accompany a transcript at the student's request.

2. Faculty responsibilities

Antioch's history and mission, since its inception, has been to expand and advance educational opportunities.

Antioch faculty members have a fundamental responsibility to promote and support students in their pursuit of educational and career goals. In order to do this successfully, they should not deny students opportunities for educational and financial support. Graduate schools, education-financing institutions, and other organizations often require grades or grade point averages in order to give Antioch students financial support to continue their education. When a student requests a grade equivalent, it will be provided. Certain learning activities can be exempted from this requirement (such as internships, clinical training, and certain independent study projects) as long as the inability to obtain a grade equivalent for that activity is specified in writing.

3. Procedures for obtaining grade equivalents

Students on the quarter system must approach each instructor individually to request a grade equivalent. These requests must be made by the final course meeting, unless a different deadline is specifically stated in the course syllabus. Students who do not request a grade equivalent before the deadline will not have a grade equivalent submitted for that learning activity.

MFA students who wish to request a grade equivalent must approach their faculty mentor at the time of preparation of the non-residency learning plan.

When an instructor provides a grade equivalent, he or she adds it to the narrative on the evaluation form written at the end of the course. Once a grade equivalent has been submitted for a credit-earning activity, it is added to the student's permanent file and is available for the Registrar to use in the calculation of a GPA equivalent.

4. Providing an overall GPA equivalent

If a student needs a GPA equivalent to be generated to satisfy some external demand, this is done by the Registrar. The GPA equivalent is calculated using information from all learning activities listed on the Antioch transcript as well as those transferred in, subject to the guidelines set forth by the requesting institution and the program. The following guidelines are utilized to calculate the GPA equivalent:

- If a grade equivalent was requested at the time an Antioch course was taken, that grade equivalent is used in the creation of the GPA equivalent.
- For credit-earning activities that have not been exempted, and for which the student was not previously given a grade equivalent reflecting overall course performance, the instructor of the course, Chair of the program, or a designated faculty member will generate a grade equivalent. Each program has specific guidelines for that process that are delineated in their individual sections of this catalog.
- The GPA equivalent is based on performance in all activities that a student completed as part of his or her

degree. It does not include learning activities that ended with an "Incomplete" or "Administrative Withdrawal" status.

- The GPA equivalent does include "No Credit" coursework. This includes any learning activity that had been awarded an "Incomplete" and then converted to a "No Credit." If a student repeats a course for which he or she earned No Credit and earns credit during this subsequent enrollment, only the "Credit Awarded" grade equivalent is used in the calculation of the GPA equivalent.
- For GPA equivalents generated and recorded prior to the adoption of this policy, these should be honored as the GPA equivalent at the time of that initial calculation. Grade equivalents for the learning activities that occur after the initial GPA equivalent was created should be done according to the new policy, and an overall GPA equivalent would be calculated based on the combination of these two sets of information (with the GPAE points from the initial work calculated by multiplying the initial overall GPA equivalent by the number of Antioch units completed at the time of that calculation).

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 most cases, these readers are available for students to purchase the week prior to the start of the quarter from The Alternative Copy Shop, 1511 Chapala, Santa Barbara, 93101 (805-963-7731). Occasionally, Readers are sold in class. Check the quarterly book list for specific information.

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.

Academic Computing and the Technology Classroom

Students have access to a number of personal computers during school hours in the Technology classroom, when it is not being used for regular instruction. Students can receive training and support for standard business software programs and get an introduction to using the internet for research. In addition, the classroom offers discipline-specific software programs and on-line databases along with a collection of computer self-training materials. Additional computer workstations are

available on campus for students to use when the classroom is used for classes.

Library Resources

AUSB Libraries may be described as the best of both worlds: intimate, welcoming library spaces and a broad network of electronic materials that have the global reach to rival large research libraries. By leveraging the collective resources of the Antioch Libraries around the country, all AUSB students have access to a wide range of online resources and services. These include hundreds of research databases to support endeavors both basic and cutting edge, thousands of research journals comprising some 7.5 million (and rising) scholarly articles, and a growing collection of over 19,000 scholarly e-books.

Antioch University Santa Barbara is building targeted collections to support the learning, teaching, and research needs of the AUSB students and faculty. Of particular note are the libraries that support the Psychology and Education programs. The psychology collection is tightly focused and designed to reflect the curriculum of both the masters and doctoral programs. The Masters in Education Program library concentrates its collection of approximately 1,500 titles on children's literature and professional development. Interlibrary loan and document delivery services can be used to obtain materials that are not available on campus or online.

Antioch is committed to helping students in their research. Instructions on how to access online resources are given during orientation sessions. A reference librarian is available for classroom instruction. This librarian also provides limited one-on-one and group instruction to help students navigate and select appropriate research tools.

A valid University of California Santa Barbara library card is required for students in the Masters in Education program. (Information about UCSB library cards can be found at:

<http://www.library.ucsb.edu/administration/development/memfriends.html>) Any student obtaining a library card from another university may submit a payment receipt to the Fiscal Office to receive a credit for the cost of the library card. (See: Voucher Fund.)

International Student Services

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

A select group of staff members in the International Office, 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 International Office and the Office of the Registrar:

- After initial admission or re-admission to the University,
- Before considering any registration status other than full-time,
- When seeking assistance and information in cases of financial or medical emergency,
- When contemplating travel outside the United States,
- After the conclusion of the student's program of study and,
- Regarding any questions about visas, extensions of stay, curricular or post-degree completion practical training, transfer of school academic programs, or change of immigration status.

ESL Information

Antioch University Santa Barbara has contracted with **Aspect** to offer English language instruction. Aspect offers academic excellence and first-class student support services. Our students benefit from Aspect's wealth of experience in international education, their wide range of programs, and their commitment to quality. Aspect is fully accredited by ACCET in the United States. We encourage you to visit their website at **www.aspectworld.com**.

General Tuition Fees (USD/week)

Multiply your chosen course length by the weekly price for that duration.

Course (lessons/week)	2-4	5-11	12-19	20+
Premier (20)	\$270	\$255	\$240	\$230
Premier Plus (24)	\$305	\$290	\$275	\$265
Premier Intensive (30)	\$340	\$325	\$310	\$300
TOEFL (30)	--	\$325	--	--
English for Business (30)	\$340	\$325	\$310	\$300

Academic Year/Semester Tuition Fees (USD)

	Plus (24 lessons)	Intensive (30 lessons)
Academic Year	\$6,340	\$7,120
Academic Semester	\$4,700	\$5,300

Fees Include

- 30, 24, or 20 lessons per week.
- Orientation meeting.
- Free information and welcome pack on arrival.
- Free use of Multimedia Computer Center and Internet.
- Aspect certificate.
- Progress testing.
- Student identity card.

International Student Housing

Santa Barbara offers various housing options to meet our students' needs. Some students prefer to live with families who provide food (home-stay); others choose to rent a room in a home. Some students like to live in student residences while others elect to rent an apartment or a house independently. The best way to begin your search is to explore the websites listed below because virtually, all available housing is posted and many sites even offer virtual tours of their apartment buildings!

Keep in mind the highest demand for housing is during the month of August. Even though the rental market is competitive, students who plan ahead generally find comfortable housing in preferred areas.

Option One: AUSB Home-stay

Live with faculty/staff from AUSB, breakfast and dinner provided

Rent: \$ 800 per month for a single room or \$ 600 per month to share a room.

Contact Dr. López-Mulnix emulnix@antiochsb.edu

Option Two: Verano Gardens Student Residence

Furnished three-bedroom apartments, bedding and linens provided. 30 minute bus ride to AUSB.

Email Kevin Hansen kevinphansen@hotmail.com or call 805- 452-3135

Option Three: Evergreen Student Residence

12 single rooms in craftsman house & studio. DSL, full kitchen, living room, quiet environment.

Contact Dr. Esther Mulnix at emulnix@antiochsb.edu

Option Four: Student Residence Fontainebleu

Furnished three bedroom apartments in Isla Vista. 30-60 minute bus ride from AUSB

Rent: see website at: www.fontainebleu.net

Contact FontaineBleu at 805-968-0351

Option Five: Student and Public Apartment

(close to AUSB)

Contact: www.bdcmanagement.com

Look for Rental Listings" and "SB Listings"

Option Six: Apartments close to AUSB

Buena Vista Apartments

1016 Cliff Drive, Santa Barbara, CA 93109

Contact: Bill Stevens at 805-452-7160

Option Seven: General Housing: rooms, apartments, houses

Contact: www.sbccc.edu "Student Services" and

"Housing", www.newspress.com "Classifieds" and

"Rentals" or <http://santabarbara.craigslist.org/>

"California" - "Santa Barbara" "Housing"

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 in room 104—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.

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.

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 unless you are parked in a AUSB space, and have a valid parking permit. The parking in this garage is primarily for other tenants in the building.

Street Parking

Street parking is available in the vicinity of the campus. *Please pay attention to the street signs.*

- Garden Street - Antioch side, all-day parking is permitted after 9:00 am; on opposite side 90 min. 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)

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 the front desk. License numbers are checked in the parking lot. Cars not registered may be towed without notice.

Bus Passes

Antioch has a limited number of bus passes to distribute to students, faculty or staff who use this method of travel to and from campus. (See the front desk if interested).

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 the Fiscal Officer on the third floor. He 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 St. and Cota St. (three blocks away, where the Farmer's Market is held on Saturdays). If you are interested contact the front desk.

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 at Antioch

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

Rights and Responsibilities

Antioch Santa Barbara is an educational community committed to respect for the individual and shared responsibilities for the well-being of the community as a whole. Inherent in these ideals is the need to protect both the community and individuals members of the community as well as to provide a mechanism for due process. Students are expected to abide by the University's rules and regulations, uphold principles of academic honesty and integrity, and act in a fashion that preserves the rights of others. In addition, students in professional training programs are expected to follow the ethical code of their particular profession. When there are infractions of rules, regulations, and/or local, state, and federal laws, and when serious concerns arise, disciplinary actions may be taken. The procedures outlined below have been developed to address such situations.

Student Conduct

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 graduate Psychology students, the Clinical Training Handbook includes professional codes of ethics governing work in clinical training placements; students are responsible for following these codes. Students in all programs may face sanctions including academic probation, conduct probation, suspension, and/or dismissal from the University for any of the following reasons:

- Forgery, altering University documents, or knowingly providing false information;
- Deception of the educational or administrative process of the University;
- Physical abuse or destruction of University property;
- Physical abuse, threat of abuse, or abusive behavior toward other students, University employees, and/or their families;
- 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 President, depending on the nature of the infraction (e.g. the Dean of Academic Affairs is notified regarding academic infractions and the President is notified regarding general student conduct issues). The Chair, Dean, and/or President will investigate the case according to the following procedures:

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

include probation, suspension, dismissal, and/or other sanctions.

- The student may within 10 days of notification present a written appeal of the decision of the Chair to the appropriate Administrator (Dean or President), who will respond in writing within 30 days.
- The student may within 10 days of notification present a written appeal of the decision of the Dean to the President.
- The President will respond in writing within 30 days. The President's decision is final.

Policy on Academic and Ethical Standards in the Classroom

Intellectual Integrity

Strong standards of intellectual integrity form the basis for all academic inquiry at Antioch and are the direct responsibility of each member of this learning community. The faculty is genuinely interested in teaching students how to think clearly and to organize that thinking into appropriate forms of presentation. This includes ways to acknowledge and document the development of ideas that form the basis of student work.

Forms of Academic Dishonesty

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

Plagiarism

Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are considered plagiarism. Extreme forms of plagiarism include submitting a paper written by another person or from a commercial source, or turning in a paper comprising selections from other sources without appropriate acknowledgement of those sources. Plagiarism is a violation of the principle of intellectual integrity and inquiry and, as such, is taken seriously when it occurs. If there is any question about the nature of plagiarism, students are encouraged to meet with their advisors or course instructors for clarification. Each program faculty also provides students with access to appropriate resources.

Other Forms of Academic Dishonesty

Academic dishonesty is any attempt to obtain credit for academic work through deceptive or dishonest means. Examples of academic dishonesty include but are not limited to the following:

- Submitting work previously used in another course without instructor permission,
- Using surrogates to prepare required course materials or acting as a surrogate, or
- Any act that defrauds the results of the academic process (e.g., misrepresenting what another faculty member or administrator has said in order to further one's own interest, such as bypassing a requirement).

Process

Should a faculty member suspect that a student has committed plagiarism or engaged in another form of academic dishonesty, the following steps will be taken:

- The faculty member will, either alone or in conjunction with the Program Chair, speak directly with the student and ask for sufficient relevant information to determine whether plagiarism or another form of academic dishonesty has occurred. For this reason, students are encouraged to keep all drafts and notes pertinent to the development of a paper until the paper has been reviewed and returned and credit has been awarded for the course.
- If the faculty member feels that there is sufficient evidence to pursue a complaint of plagiarism or another form of academic dishonesty, a written record of the suspected violation will be submitted by the faculty member to the Program Chair, who will investigate the situation. If it is determined that academic dishonesty has occurred, academic sanctions will be imposed by the Chair in consultation with the faculty member. A written record of these sanctions will be maintained by the Chair, and a copy of these sanctions will be sent to the student. Additional administrative sanctions may be imposed, including but not limited to probation, suspension, and/or dismissal.
- If plagiarism or another form of academic dishonesty has occurred and results in a "No Credit" for the learning activity, the Program Chair will place a written statement to this effect in the student's official academic record in the Registrar's Office, and the reason for granting "No Credit" will be noted in the narrative evaluation by the faculty member. Additional administrative sanctions may be imposed, including but not limited to probation, suspension, and/or dismissal.
- A second confirmed incident of plagiarism or another form of academic dishonesty results in automatic dismissal from the University.
- The student may appeal a determination of plagiarism or other forms of academic dishonesty to the Dean of Academic Affairs under the appeal procedure described below.

Academic and Administrative Sanctions

One or more academic and administrative sanctions may be placed on any student who is considered in violation of any of these Academic and Ethical Standards. Academic sanctions include but are not limited to:

- requiring that inappropriately done assignments be redone
- assigning alternative or additional work that must be completed in order to obtain credit,
- denying credit on the particular assignment,
- denying credit for the course.

Administrative Sanctions include but are not limited to:

- Probation
- Suspension
- Dismissal

Probation is defined as a specified amount of time during which the student's status is conditional. Conditions may include but are not limited to: successful completion of all coursework without any Incomplete or No Credit evaluations; registration limited to half-time enrollment or other specific registration status; specified courses students must successfully complete during particular terms; specified meetings with a writing tutor; loss of specified privileges commonly associated with student status; continued probationary status. See also the section on Academic Probation.

Suspension is defined as a separation of the student from student status. The student may be eligible to return, however, conditions for this may be specified by the institution. No credit will be awarded to the student under this status. Suspensions are set for a particular length of time dependent on the nature of the offense. Additional information may be requested from the student before the exact suspension duration is determined. Suspensions are noted on the student's formal transcript.

Dismissal is defined as an institution-initiated, permanent withdrawal of the student from student status. A dismissal from the University is noted on the student's formal transcript.

Appeal Procedure

Within 10 days of receipt of notification of sanctions being imposed due to a violation of the Policy on Academic and Ethical Standards in the Classroom, a student who believes that s/he has grounds for appealing a Program Chair's determination of a violation of the Policy may present a written letter of appeal to the Dean of Academic Affairs. The Dean of Academic Affairs will investigate the appeal, convene an

Academic Review Committee as an advisory committee if deemed appropriate, and provide a written ruling within 30 days. The decision of the Dean of Academic Affairs is final in regard to violations of the Policy, including but not limited to incidents of plagiarism and other forms of academic dishonesty.

Professional and Ethical Standards in Clinical Training And Student Teaching

Antioch takes seriously students' ethical obligations in clinical traineeships, internships, and student teaching. Students in clinical training settings are subject to Antioch's clinical training oversight and ethical standards whether or not they are earning credit in a given quarter. They are expected to observe basic ethical principles, for example, by representing honestly one's qualifications and hours worked.

PsyD student trainees are governed by ethical standards for psychologists published by the American Psychological Association. In other aspects of their work (research, for example) students are likewise expected to adhere to APA standards. Students are responsible for familiarizing themselves with these standards and adhering to them.

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

Questions that arise about PsyD and/or MACP students' ethical conduct in clinical training work are addressed through the following procedure. The Director of Clinical Training in the respective program (PsyD or MACP) speaks with the involved student to obtain pertinent information and also consults with any other parties who can provide information about the situation. The Director of Clinical Training recommends to the Program Chair a course of action to be taken. The Program Chair reaches a decision that is then communicated to the student in writing. If the alleged ethical violation is substantiated, a record of the violation is placed in the student's file. Consequences may include a loss of credit for the traineeship, academic probation, or other consequences up to dismissal from the degree program (MACP or PsyD).

MAE/TC student teachers must conform to ethical conduct of the profession as well as perform acceptably for their classroom placement. When a university supervisor or a cooperating teacher expresses concerns,

the following procedure is followed. The Director of Student Teaching is notified, and a three-way conference between the supervisor, student teacher, and cooperating teacher is held. During this conference, a Problem Identification Form is used to state the offending behaviors and establish specific behavioral goals for improvement. A date is determined by which the student teacher must have met the stated goals or have made adequate progress toward them. Communications between all parties is ongoing, and the Director of Student Teaching makes a final determination about the student's continuation in student teaching. The Program Chair is consulted, and the Chair determines if the Problem requires action to counsel the student out of either the program or the teaching profession.

The student may appeal a decision and/or a sanction to the 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, including the right to inspect and review records, rights and procedures related to non-disclosure of directory information as defined by FERPA, the right to amend records the student considers inaccurate or misleading, and the types of records kept by Antioch University Santa Barbara and their locations and Custodians, may be obtained from the Registrar. Note: Students who graduated or withdrew from an academic program prior to July 1, 1985 have their records archived 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 ensure that neither party has an official evaluative relationship with regard to the other, and to inform his/her supervisor of the relationship so that work assignment may be made in such a way as to avoid compromising the learning environment. Failure to appropriately acknowledge dual relationships will be considered a serious breach of personal and professional ethics and standards of conduct and will be subject to appropriate sanctions depending on the circumstances, from a verbal warning up to and including termination. In cases of dual relationships involving students and faculty, the 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, or the President. These individuals have an obligation to report the complaint to the Dean of Academic Affairs. Although obligated to investigate the complaint, Antioch University will handle these cases exercising discretion so as to respect the privacy of all parties involved.

Students may also contact the Dean of Academic Affairs directly. All sexual offense complaints made to the Dean will be responded to promptly and equitably. Individuals who make a complaint orally will be assisted in putting the complaint into written form. All formal, written complaints will be investigated fully. Except in circumstances requiring some form of exigent response, a formal written determination will be made within 10 working days. If it is determined by the Dean of Academic Affairs that more time is needed, a determination will be made within 20 working days after that. Students making a complaint are advised of the importance of preserving evidence and providing documentation as may be necessary to the proof of a criminal sexual offense. In the course of the investigation, the accuser and the accused are entitled to the same opportunities to have others present during any investigatory or disciplinary proceedings. The accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual offense. If the complaint can be substantiated, appropriate disciplinary action based on a range of options will be taken. An individual found to be in violation of the University's Sexual Offense Policy will be subject to appropriate sanctions depending on the circumstances, from a warning in her/his file, up to and including termination for employees and dismissal from the University for students. An individual found to be the target of a sexual offense committed by a University member will be assisted in obtaining counseling or other services if so requested by the victim and if such services are reasonably available. The Dean of Academic Affairs has the authority to make the determinations regarding both sanctions against the offender and services provided to the victim. Appeal of the Dean's determination may be made to the President.

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 childcare arrangements and is not allowed. Several concerns and liabilities require the following University policy regarding Minors on Campus.

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

Human Subjects Review Policy

Antioch students regularly engage in research projects as part of their degree programs. The Institutional Review Board (Human Subjects Committee) is responsible for reviewing all research protocols that involve the use of human subjects. The Institutional Review Board is charged with implementing University policies that are based on federal regulations and State laws.

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

Degree Programs

Bachelor of Arts in Liberal Studies

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.

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 that is meaningful to self, to others and to society.

Academic work takes place in Antioch classes, independent studies, online and community settings. The curriculum promotes development of such skills as critical thinking, effective communication, problem solving, and ethical reasoning. BA students put theoretical learning into practice through a 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 education, and have gained admission to graduate programs at many of the most prestigious colleges and universities in the United States.

Mission

The undergraduate program at Antioch University Santa Barbara 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 include:

- 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;

- 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 longstanding tradition of blending diverse classroom experience with field-based learning fosters creativity and self-empowerment, while promoting independent thinking and a commitment to social change through a process we call *Praxis for Social Justice*.

Praxis for Social Justice

The extension of social justice across society has been among the most central aims of an Antioch education since its founding in 1852. The Antioch Santa Barbara Undergraduate faculty believes a just and equitable education should serve to enhance the lives of those directly receiving the education, and encourage a society where all members have the same basic rights, security, obligations, and opportunities.

Education is a continuing reconstruction of knowledge and experience in which both its process and goal are one and the same. Learning achieves its value when it is translated into modes of action which are beneficial to society. Thus, the mission of Antioch's BA Program, as described above, is approached through an experiential blend of theory and practice we term *Praxis for Social Justice*. Praxis is achieved as students become increasingly fluent in the essential competencies described in detail in the *AUSB Undergraduate Core Purposes*.

Praxis for social justice combines learning and doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior. It is a cycle of action, reflection, and transfer, wherein cultural differences are understood and valued, where human dignity, the earth, and future generations are respected, and all are encouraged to participate in bringing about a more equitable and compassionate world.

Characteristics of praxis include intellectual integrity, self-determination, positive intentionality, creativity, and rational approaches to learning and understanding. Thus, *Praxis for Social Justice* is the process by which one's learning in the classroom is tested in daily life and becomes an integral component of lived experience. It is the unifying principle that informs our Core Purposes and Undergraduate curriculum.

Core Purposes of a Liberal Arts Education

Critical and Creative Thinking

Critical and creative thinking are the necessary thought processes of a master thinker who has the ability to weave in and out of divergent and convergent thought patterns to arrive at an appropriate conclusion in a given situation. Critical thinking (convergence) is the disciplined mental activity of evaluating arguments or propositions and making judgments that can guide the development of beliefs and taking action. Creative thinking (divergence) is marked by the ability to generate many, or more complex or complicated, ideas from one idea or from simple ideas or triggers.

Indicators:

- Synthetic ability – the use of divergent thinking to generate new, novel and interesting ideas. The ability to spontaneously make connections between ideas that often go unnoticed by others.
- Analytical ability – the use of convergent thinking and appraisal to analyze and evaluate thoughts, ideas, outcomes and possible solutions.
- Practical ability – the ability to translate abstractions and theories into realistic applications and to communicate one's ideas to others.

Diversity and Global Awareness

Issues of cultural diversity and equity have formed the basis of human interaction throughout time. Distinguished and united by such differences and similarities as gender, age, language, culture, race, sexual identity, religion, geography and class, diversity challenges our intellect and emotions as we learn to work and live together in harmony. Antioch University Santa Barbara's Undergraduate program supports cross-cultural sensitivity and affiliation, promotes unity and the integration of diversity, and encourages students and faculty to think and act both locally and globally. Our goal is to develop students' skills to prepare them for their roles as global citizens, enhance their understanding of world affairs, and develop their sense of social and civic responsibility.

Indicators:

- Has the ability to reflect thoughtfully and objectively upon the values and norms of diverse cultures, both locally and globally.
- Has the capacity to analyze and synthesize ideas, issues, and problems from diverse orientations, approaches and perspectives.
- Is knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically and ecologically.

- Can articulate and justify one's own point of view in the context of other valid arguments and cultural perspectives.
- Is able to recognize, analyze, and evaluate major global trends and the interconnections of these trends with both their local and national communities.
- Demonstrates willingness to be an active participant in processes that promote unity and inclusivity.

Holistic Personal Development

A primary purpose of Antioch's Undergraduate education is the encouragement of self-actualization through holistic personal development. Taking personal responsibility for one's own learning and development through a process of assessment, reflection, and action, changes how a person makes meaning of the world and how one impacts others. Adult learning and personal development are interrelated experiences. Learning promotes development, while development encourages further learning.

Indicators:

- Is aware of the personal and societal influences upon one's self and others, including cognitive, emotional, spiritual, socio-economic and environmental.
- Sees problems in terms of challenges and situations requiring solutions, rather than as personal complaints or excuses.
- Can identify and articulate a moral and ethical personal philosophy.
- Demonstrates personal responsibility for one's beliefs and actions.
- Demonstrates consistency of thoughts, words and actions.
- Has the ability to review and evaluate experiences through meaningful self-reflection.
- Has the ability to adapt to changing circumstances and life transitions.

Competence for Professional Pursuits

At the core of Antioch University Santa Barbara's Undergraduate degree program are certain educational outcomes that promote inquiry, critical thinking and a deeper understanding of subject matter that allows for transfer and application of knowledge from the liberal arts to the pursuit of professional competence. Through Antioch's core curricula students explore the central knowledge and skills of their chosen field or profession to prepare for engagement in meaningful and socially responsible work.

Indicators:

- Has the ability to reflect upon the nature and meaning of work in relation to past and present work experiences and accomplishments.

- Can plan for one's professional development in the context of contemporary and future political, social and economic trends.
- Can clarify and assess one's values and reflect upon the implication of these values in selecting and accomplishing one's work.
- Advocates for social justice in the professions.
- Adapts to change in one's work environment.
- Incorporates service to humanity in one's professional pursuits.
- Demonstrates appropriate depth of knowledge, skills and expertise in one's chosen profession.
- Has the willingness to engage in life-long learning.

Effective Communication

Communication is the co-creation of meaning focusing on how people use content to generate understanding within and across various contexts, cultures, channels, and media. It always includes a communicator, an audience, a subject, and a situation. Effective communicators understand their own style and the necessity of adapting that style to the communication style of their audience. The goal of communication is shared meaning. Communication competence is the degree to which a communicator's goals are achieved through effective and appropriate interaction.

Indicators:

- Has the ability to articulate a well-developed argument, both orally and in writing.
- Understands one's own communication style and awareness of how one is perceived by others.
- Has the ability to express ideas through language.
- Has the ability to adapt to one's audience and establish rapport.
- Listens actively and appropriately responds.
- Has the ability to appropriately give and receive feedback.
- Participates effectively in a group setting and can lead a group discussion.
- Demonstrates competent use of technology as a communication tool.

The Tripartite Model

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

Learning Options

Classes, mostly upper division, can meet face-to-face, online, or a combination thereof. Face-to-face classes meet once a week for three hours and extend over 10 weeks. Online classes meet entirely in the "virtual classroom" over a 10 week period. Hybrid classes

include some face-to-face meetings with the remainder of the coursework done online. In the weekend hybrid option, classes meet face-to-face three times during the quarter. In other hybrid options the number of face-to-face meetings can vary per course and instructor. For every hour spent in class, whether online or face-to-face, 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 either three or four units, with the exception of seminars

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; and,
- 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.

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 minimum of 100 units in General Studies;

5. Area of Concentration Requirements:

A “major” Area of Concentration must have a minimum of 30 units and may not exceed 60 units.

6. Educational Foundations and Academic Planning Class Requirement:

A) Enrollment and attendance in the Educational Foundations and Academic Planning class and the On-Line Communications and E-Library Research seminar before or during the first quarter of enrollment;

B) A passing evaluation for the class.

7. Enrollment and attendance in the Capstone seminar during the student’s final quarter of enrollment: A passing evaluation for the seminar.

8. 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.

Prior Learning is 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 students 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).

This numbering system is summarized as follows:

Lower Division	Upper Division	Type of Learning Activity
100’s	300’s	Antioch Classes
196	396	Independent Studies
197	397	Prior Experiential Learning
198	398	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 as long as the total number of units does not exceed 200;
- fewer than 110 units of lower-division learning.

General Studies Requirement and Required Areas of Study

The B.A. degree at Antioch University Santa Barbara is in Liberal Studies. Students have the ability to personally construct the general studies portion of their degree program by selecting courses from a wide array outside of their major area of concentration. To provide a basic foundation of core competencies, the following courses are required:

LBS302	Educational Foundations and Academic Planning
LBS371W	On-Line Communication & E-Library Research
LBS303A	Service Learning in the Community
LBS348A	Survey Research and Statistics
LBS349A	Experimental Design and Statistics
LBS308	Capstone Seminar
COM310	Academic Writing (if English Composition is not transferred in)

To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete at least three units in each of the following subject areas:

- Literature
- History
- Philosophy or Religious Studies
- Political Science or Law
- Sociology or Anthropology
- Fine Arts or Language
- Mathematics or Economics
- Psychology
- Science
- Multicultural Studies

Experiential Learning

Experiential learning is considered the cornerstone of an Antioch undergraduate education. It can be described as learning that arises out of reflection on experience, leading to purposive action, or praxis, in order to test out the 'hypotheses' that arise out of this reflection. This action in turn leads to further experience and reflection, so that experiential learning can be seen as a continuous cycle or spiral. As Confucius said: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Experiential learning is infused throughout the undergraduate curriculum at Antioch University Santa Barbara.

Service-Learning Internship Program

The Service-Learning Internship Program provides structured opportunities for undergraduate students to engage in community-based learning activities that have the dual goal of providing outside learning activities for

students and service to the local community. Guidelines for students include:

- Registration for LBS 303A, Service Learning in the Community. (See Student Registration Packet each quarter for details.)
- This course is taken for 3 units. One unit of the course is earned in a weekly reflective seminar. The remainder is earned at the internship site. Students are expected to spend approximately 6 hours per week at the internship site.
- Discussion with the Program Coordinator as early as possible to determine the desired placement and to complete additional steps.
- After deciding on a Service-Learning Internship site and meeting with the 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 30 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, 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

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.

Online Communication and E-Library Research

This one-day seminar is required for all new students in their first quarter of enrollment. It serves as a companion to the EFAP class, and may be taken along with EFAP before being admitted into the undergraduate program. It serves to introduce students to two integral university-wide systems for online communication and electronic library services. It is a program requirement to satisfactorily complete this seminar before or during the student's first quarter of residency.

Areas of Concentration

- **Communication**
- **Creative Writing**
- **Business Management**
- **Applied Psychology**
- **Social Service Administration**
- **Liberal Studies**

I. 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 are enhanced through the study of communication. The Communication concentration prepares students for a wide variety of professions including public relations, writing, sales, and the media. Others use it as a foundation for further study in a variety of fields. 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 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

Recommended Courses:

COM359	Writing and Literary Theory
COM317	Language of Film
PSY343	Theories of Learning and Cognition
LBS339	Personal Journal

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.

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.

2. Creative Writing

The 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 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

This 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 30 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:

COM 313	Creative Writing
COM 318A	Creative Writing: Reinforcing Confidence
COM 319	Creative Non-Fiction Writing
LSB 339	Personal Journal: Literature & Self Discovery
COM 396	Creative Writing Project I (Min.3 units)
COM 396	Creative Writing Project II (Min.3 units)
COM 359	Writing & Literary Theory

COM 310	Academic Writing
COM 312A	Advanced Academic Writing
LSB 332	Varied Visions: The Outsider in American Literature (or LBS338 Love & Conflict in Modern American Literature)

Recommended Courses:

COM 356	Dyadic Communications
COM 352	Public Speaking
COM 355	Intercultural Communications
COM 358	Group Dynamics
COM317	Language of Film

Graduate Study

Antioch University Santa Barbara has plans to offer an MFA in Writing for Visual Media beginning spring of 2008, dependent upon WASC accreditation. The proposed program will offer exciting and academically rigorous study of professional writing with concentrations in writing for the screen (film & television), theatre, and selected “new media” that emphasize technology and visual creativity (e.g. the Internet, graphic novels, science fiction, etc.).

The MFA in Writing for Visual Media program upholds Antioch University's model of education that honors academic excellence, experiential learning, and community service. The program faculty will be experienced professional writers with a commitment to teaching others by providing a stimulating and supportive environment for developing writers during residencies and project periods. Because professional writing is a craft, students engage in a variety of experiential learning activities throughout the program, practicing the skills of reading, writing, and speaking in support of their creative work. Because the Antioch MFA in Writing for Visual Media program is a low-residency format, participants are called upon to work independently both as writers and in using their developing skills in ways that support and sustain the artistic and cultural life of their communities. Students admitted to the concentration(s) that emphasize technology will need to study between residencies in either local or virtual community sites where they can best develop their skills in writing for technological media.

For more information, write Richard Whitney at rwhitney@antiochsb.edu.

3. 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 375	Business Ethics and Social Responsibility
MGT 364	Human Resource Management
MGT 362	Management Information Systems
MGT 361	Global Economics
MGT 366A	Marketing Principles and Applications
MGT 374	Organizational Strategy and Culture
MGT 369A	Budgets and Finance (pre-requisite: Accounting may be met through MGT 201 Accounting Principles and Practices or from)
MGT 347	Public Policy
COM 355	Intercultural Communication

Recommended Courses:

COM 358	Group Dynamics
MGT 363	Organizational Behavior
LBS 331	Multiculturalism in American Politics
COM 356	Dyadic Communications
COM 350	Public Speaking
COM 318A	Mass Media
SSA 300	Issues of Social Service Administration
MGT 379Z	Grant Development

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.

Joint BA-MAOM Program

BA management students may elect to pursue a combined BA-MAOM degree. Students interested in this joint program should include in their BA concentration 12 units of course work selected from among MAOM 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 advanced study either in Antioch Santa Barbara's Division of Global Business and Management, or at other graduate institutions. Antioch Santa Barbara offers a Master's in Organizational Management with concentrations in 1) Sports Management and 2) International Business. Plans are to start three additional concentrations in the spring/summer of 2008 including 1) Women's International Studies in Entrepreneurship; 2) to Organizational Development (the psychology of organizations); and 3) Non-Profit and Arts Administration. In addition, a Doctor in Business Administration is being planned, with an implementation date of fall, 2008. Pre-DBA courses at the 600-level are being offered now.

For more information, write Dr. Esther Lopez-Mulnix at emulnix@antiochsb.edu.

Weekend Delivery Option

For students who cannot attend classes on a typical weekday schedule, AUSB offers a full management curriculum in our low-residency weekend delivery option. These classes meet face-to-face on three weekends during the quarter and in the online classroom in between. Weekend classes are open to all students, regardless of area of concentration. If a student is interested in completing his/her entire degree program through the weekend option, she/he should consult with a faculty advisor regarding policy and procedure.

Weekend Curriculum *

COMW 310	Academic Writing
MGTW 368	Principles of Management
COMW 358	Group Dynamics
LBSW 357	Educational Foundations I: Communications Skills
LBSW 348A	Survey Research and Statistics
LBSW 367	Ethical Issues in Contemporary Society
MGTW 363	Organizational Behavior
LBSW 357	Educational Foundations II: Critical Thinking
MGTW 347	Public Policy

PSYW 344	Social Psychology
MGTW 373	Technology and Business
LBSW 357	Educational Foundations III: Understanding Diversity
MGTW 364	Human Resource Management
MGTW 372	Diversity in the Workplace
LBSW 258	Business in Literature
LBSW 357	Educational Foundations IV: Creative Thinking and Problem Solving
MGTW 369A	Budgets and Finance (pre-req: accounting)
LBSW349W	Experimental Design and Statistics
MGTW 366A	Marketing Principles and Applications
LBSW 357	Educational Foundations V: Self- Awareness
MGT W373	Technology and Business
MGT W365	Strategic Planning
LBS W303A	Service Learning in the Community
MGTW 361	Global Economics
LBSW 357	Educational Foundations VI: Competency for Personal and Professional Pursuits

**Schedule is subject to change. Check the website for current information.*

4. Applied 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 clinicians in the future. This concentration encourages students to examine the values and biases embedded in psychological theory as well as the historical, societal, and political context of psychological theories and practices. The objective is for students to gain the skills and knowledge necessary to understand what would constitute a critique of psychology and a challenge to assumptions and practices. The concentration is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and social psychology. Emphasis is placed on diversity and its effects on the study and practice of psychology. Within this broad context, students acquire research skills, study particular areas in depth and are encouraged to apply theoretical knowledge through internship placements in the community.

Curriculum

Antioch offers only upper-division courses. It is 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 30 units in Psychology. 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 (must be taken in first quarter if not on transcript)

PSY 340	Theories of Personality
PSY 327	Child and Adolescent Development
PSY 380A	Issues in Chemical Dependency
PSY 343	Theories of Learning and Cognition
PSY 344	Social Psychology
COM 358	Group Dynamics
PSY 320	Counseling Theory and Technique
PSY 329	Abnormal Psychology
PSY 345	Community Psychology and Social Change
COM 356	Dyadic Communication

Recommended Courses:

LBS 345	Ethical Issues in the Contemporary Society
COM 355	Intercultural Communication
LBS 377	Latino Community in American Society
PSY 341	Transformations of Consciousness

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.

5. 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 Organizational Strategy and Culture, 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:

SSA 300	Issues in Social Service Administration
SSA 301A	Budgets and Finance (pre-req Accounting)
MGT 347	Public Policy
MGT 364	Human Resources Management

MGT 368	Principles of Management
PSY 344	Social Psychology
SSA 398	SSA Internship
MGT 366A	Marketing Principles and Applications
PSY 345	Community Psychology and Social Change
MGT 374	Organizational Strategy and Culture

Recommended Courses:

MGT 363	Organizational Behavior
LBS 377	The Latino Community in American Society
LBS 378	Racism and Sexism in America
COM 358	Group Dynamics
LBS 377A	Ethical Issues in Contemporary Society or
MGT375	Business Ethics and Social Responsibility
COM 358	Group Dynamics
SSA 360A	Fundraising
MGT 379Z	Grant Development

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.

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.

6. Liberal Studies

Required Courses:

LBS 371W	On-Line Communication and E-Library Research (must be taken in first quarter)
LBS 302	Educational Foundations and Academic Planning (must be taken in first quarter)
LBS 348A	Survey Research and Statistics
LBS 349A	Experimental Design and Statistics
LBS 308	Capstone Seminar (must be taken in student's last quarter)
COM 310	Academic Writing (if not on transcript)

Recommended 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 367	Ethical Issues in Contemporary Society
LBS 346	Africa in World History
LBS 370B	Social Movements
LBS 382	The Inner Landscape of Art
LBS 377	The Latino Community in American Society

Select one of the following three courses:

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

Select one of the following three courses:

MGT 368	Principles of Management
MGT 366A	Marketing Principles and Applications
MGT 374	Organizational Strategy and Culture

Select one of the following three courses:

COM 356	Dyadic Communication
COM 358	Group Dynamics
COM 355	Intercultural Communication.

Select one of the following three courses:

COM 310	Academic Writing
COM 313	Creative Writing
COM 319	Creative Non-Fiction Writing

Preparation for Work and Graduate Study

There is hardly any better preparation for most jobs

than a degree in Liberal Arts. Students gain an understanding of a broad range of subject areas and acquire the skills of critical thinking, problem solving, creativity, communication, and an appreciation for diversity. Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field which they intend to pursue to ensure their acceptance into the graduate school of their choice. Students are advised to contact the preferred graduate school for entrance requirements and then to shape their Liberal Studies concentration around those requirements. Students expecting to do graduate study in the field of Education by entering the Teacher Credential Program at Antioch will be well served by the Liberal Studies major and can include some of their Teacher Credential studies in their undergraduate plan of study.

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

An Antioch undergraduate student can apply and gain provisional acceptance into the MAE and Teacher Credentialing Program (TCP) if s/he also meets other, standard requirements. The student must have (1) 35 or less upper-division undergraduate units remaining to complete the BA degree; (2) completed all of the BA requirements in both general studies and the major area of concentration and (3) complete LBS308 Capstone Seminar in quarter 1 of the MAE/TC Program (summer) (4) 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 MAE courses may apply 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.

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

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

Master of Arts in Education & Professional Preparation Teacher Curriculum

Summer - Quarter 1

HDV455	Child Development & Learning (3 units)
*HDV458A	Language Development & Acquisition (3 units)
*TEP536	Foundations of Social Justice Education (4 units)
TEP357	Medication & Conflict Resolution in Schools (3 units)
TEP601A	Social & Legal Dimensions of Special Education (2 units)

Fall - Quarter 2

TEP505	Reading Instruction in Elementary School Classrooms (3 units)
TEP538	Theory & Practice of Classroom Organization (3 units)
TEP507	Real World Mathematics (3 units)
TEP533	Field Practicum (10 units)
TEP601B	Teaching & Accommodating Students with Disabilities (1 unit)

2 Quarters = 35 MAE/TC Units

Students who choose the “Early Decider” option must submit a calendar of proposed classes along with their degree plan. Students who choose the “Early Decider” option must receive approval from their Faculty Advisor, who will also assist them in petitioning for a waiver of the overage tuition fee.

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 should be performed by a professional evaluation agency. Foreign credentials are subject to the same overall standards and limitations on transfer credit presented elsewhere in this catalog. Questions regarding evaluation of foreign transcripts should be directed to the Admissions 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 Admissions Office, where the credit eligibility determination is made. For General Examinations, the acceptable score is most often 500 although there are some variations. For Subject Examinations, the acceptable score is generally 50.

Transfer of Credit from the Armed Forces

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

Planning the Program Advisors

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

Concurrent Enrollment

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

Academic writing Skills

Students enter Antioch with widely varying writing ability. Since Antioch emphasizes writing in almost every class, and good writing is important in both undergraduate and graduate education, it is important that student's develop their writing skills during their time in the program. 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. Upon evaluation by a faculty advisor, students may be required to take an

academic writing class even though they have English Composition on transcript.

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. For online and hybrid courses, students are required to participate in at least 80% of the class. Failure to do so can result in a no-credit evaluation. For more information about what constitutes adequate participation in the online environment the student is directed to the Antioch University Guidelines for Hybrid and Online Courses, located in the BA Student Handbook.

Candidacy

In the quarter in which a student intends to graduate, s/he must be registered for 1 or more units, or else be on Enrollment Maintenance Status. By the third week of the final quarter, the student must file an Application for Graduation. Graduation from the BA Program is initiated in the final quarter of study, through a process called "Candidacy." Candidacy involves a formal meeting with the Advisor to confirm that the bulk of the student's work is completed at a satisfactory level. A student may undertake Candidacy, showing the intention to graduate, if:

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

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

Capstone

All students are required to take Antioch's Capstone Seminar in their final quarter. Built around the campus mission and the BA program's core purposes, the seminar is designed to provide students with a structured opportunity to integrate, synthesize and reflect upon common and practical themes from their Undergraduate 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 Registrar and the Fiscal officer must sign the form.
- 2. Candidacy status must be approved by the Advisor and the Registrar's Office. At this point the student knows that s/he may graduate as planned upon completion of the final quarter work and any remaining Prior Learning and Incompletes.
- 3. Incompletes: If any academic work that is needed for graduation remains Incomplete by the first day of the following quarter, the student must delay graduation and enroll on Enrollment Maintenance Status, paying the Enrollment Maintenance Fee to finish the Incompletes. 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.)

Bachelor of Arts Course Descriptions

Liberal Studies Courses

LBS 302 / LBSW 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: critical and creative thinking; diversity and global awareness; holistic personal development; competence for professional pursuits; effective communication; and the unifying principle of praxis for social justice. Special emphasis is placed on the development of college level writing skills and critical thinking. Required in the first quarter for all students.

LBS 303A /LBSW 303A Service Learning in the Community **3 units**

Using models from experiential and adult learning theory, this course provides students with structured opportunities to intern at a local non-profit organization while reflecting upon their overall service-learning in a weekly seminar setting. Through the use of carefully-focused readings and a variety of interactive and reflective activities, students are encouraged to integrate their philosophical, conceptual, and practical learning experiences. Required for all students.

LBS 308 / LBSW 308 Capstone Seminar **1 unit**

Built around the campus mission and the B.A. program core purposes, this seminar is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common principles and practical themes from their undergraduate learning. Drawing from the video each student 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 faculty. Required in the final quarter for all students.

LBSW 312 Diversity and Global Awareness **3 units**

Issues of cultural diversity and equity have formed the basis of human interaction throughout time. Distinguished and united by such differences and similarities as gender, age, language, culture, race, sexual identity, religion, geography and class, diversity challenges our intellect and emotions as we learn to work and live together in harmony. Antioch University Santa Barbara's Undergraduate program supports cross-cultural sensitivity and affiliation, promotes unity and the integration of diversity, and encourages students and faculty to think and act both locally and globally. This course will to develop students' skills to prepare them for their roles as global citizens, enhance their understanding of world affairs, and develop their sense of social and civic responsibility.

LBSW 313 Holistic Personal Development **3 units**

A primary purpose of Antioch's Undergraduate education is the encouragement of self-actualization through holistic personal development. This course will focus on taking personal responsibility for one's own learning and development through a process of assessment, reflection, and action, changes how a person makes meaning of the world and how one impacts others. Adult learning and personal development are interrelated experiences. Learning promotes development, while development encourages further learning.

LBSW 314 Competence for Professional Pursuits **3 units**

At the core of Antioch University Santa Barbara's Undergraduate degree program are certain educational outcomes that promote inquiry, critical thinking and a deeper understanding of subject matter that allows for transfer and application of knowledge from the liberal arts to the pursuit of professional competence. Through this course students will explore the central knowledge and skills of their chosen field or profession to prepare for engagement in meaningful and socially responsible work.

LBS 331 Multiculturalism and American Politics **3 units**

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

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.

LBS338 Love & Conflict in Modern American Literature

3 units

Ways in which American writers (both male and female) accept, modify, or challenge the stereotypic portraits of love and marriage. Which traditions imprison women? How do these conventions damage men? We will read male and female authors from the turn-of-the-century to our contemporaries and attempt to identify what is uniquely "American" about the ways in which these authors portray and respond to the male/female question. We will begin our study with short stories and conclude with novels. Writing requirements: a reading journal, and one or two short papers.

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 database 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 analyzed from a cultural, political, economic, and international perspective. Emphasis and major considerations will include a comprehensive examination of the dynamic interaction between European development and African underdevelopment. An award-winning film series will further serve as a focal point.

LBS 348A / LBSW 348 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 / LBS 349A Experimental Design and Statistics

3 units

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

LBS 351 Diversity and Cultural Awareness

3 units

Community is a complex, multilevel set of peoples, organizations, and values, inter-woven 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 institutional channels (e.g. voting, petitioning, lobbying) for pursuing their interests. The course takes an interdisciplinary perspective combining sociological theory with social history and social psychology and utilizes an historical-comparative approach which focuses on oral social histories and biographies as well as second-hand analysis. Multimedia sources include the music produced by various social movements, audiotapes of the period, and film archives.

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 will provide students with a focused opportunity to critically examine selected socio-economic and political issues, which are the subject of current debate and advocacy. Students will be provided with strategies and perspectives for the critical analysis of issues and creative discourse regarding them. Topics will be studied and discussed from the diverse and humane perspectives of the core purposes of a liberal arts education. Subjects may include: causes of poverty, hunger and malnutrition, environmental racism, changing family structures and others.

LBS 377 The Latino Community in American Culture

3 units

By the year 2010, the Latino community will become the largest ethnic population in California. The Latino language and cultural influences will be felt in all public and private sectors of the society. As residents and future professional

service providers, students need to become aware of and understand Latino culture. This course is designed to introduce the Latino community from cultural, historical, and psychological perspectives. Students will critically analyze the social context of the Latino in the United States using Santa Barbara as the study site. Two on-site visits in the local community are planned.

LBS 378 Racism and Sexism in America

3 units

This course examines the evolution of racial and sexist attitudes and behavior in America 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 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 388 The Courage to Create: Struggle, Vision, and Breakthrough

3 Units

In this course students will explore in-depth the lives and works of three uniquely famous 20th century visual artists, coming to understand the artistic and historical significance of their creations, achievements, and vision through a forum of discussion, critique, and other process tools. Using an integrated approach rich with sensory and intellectual meaning that includes multiple perspectives of theory and interpretation, students will gain an appreciation of the role of the artist as a seeker and agent of change within both the personal life and the larger cultural landscape.

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 produce 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 / COMW 310 Academic Writing **3 units**

Beginning with a review of basics (grammar, outline, style, purpose, etc.) the course will focus on the development of individual student's writing skills from writing about the self through expository and persuasive writing. Through assignments and in-class exercises, the elements of basic communication common to both academic and professional writing will be examined. Revisions and development will be emphasized. There will be limited lecture and a great deal of discussion, practice and feedback in both dyad and workshop formats. The overall goal is to improve each student's writing skills regardless of initial level of sophistication.

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**

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

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. Emphasis is on persuasions, theory, media effects and related issues such as ethics, violence, and minorities.

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 non-dominant domestic cultures. Communication between cultures is essential but complicated by different contexts, values, expectations, and perceptions. This course examines different theoretical and practical approaches to the complexities of both verbal and non-verbal communication across cultures. Communication styles of various nationalities are examined along with such issues as dominance, gender, religion, prejudice, time, distance, and silence.

COM 358 / COMW 358 Group Dynamics**3 units**

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

COM 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 screen-plays. Students will prepare a personal work for publication in an established journal or electronic medium.

Management and Social Services Administration Courses

MGT 201 / MGTW 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 / MGTW 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.

MGTW 356 Business in Literature**4 units**

The purpose of this course is to examine literary representations of business, management and the power dynamics of the workplace. We will read and discuss a range of texts, with the goal of gaining a deeper understanding of the complex social relations and human emotions at play in the world of business. Students will use what they have learned from their reading to reflect on their own working lives and careers, past, present and future.

MGT 361 / MGTW 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 / MGTW 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 / MGTW 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 366A / MGTW 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 368 / MGTW 368 Principles of Management

3 units

This course surveys theories, concepts and techniques of management in organizations. There will be an emphasis on styles of management, 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 / MGTW 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 374 / MGTW 374 Organizational Strategy and Culture

3 units

This course explores the emerging body of knowledge related to strategic management and organizational culture. Strategic management requires an

understanding of organizations from the perspective of top management. It means dealing with complex and unstructured problems in dynamic and rapidly changing social and economic environments while simultaneously understanding cultures within organizations. Using the case analysis method, students examine the strategy of an organization, the process by which strategy is formulated, and the tools and techniques by which strategy is formulated, and the tools and techniques by which strategy can be evaluated. Students also explore the organizational and personal implications of strategy as implemented within the organization. The focus is on creating "fits" between strategy, structure, and organizational culture, especially as they affect the roles of leaders and organizational members.

MGT 375 / MGTW 375 Business Ethics and Social Responsibility

3 units

This course explores the wide-ranging impact of management decisions, policy making, and strategy on communities and society. Internal and external political and social environments, ethical dilemmas faced by managers and executives, and the impact of "whistle blowers" are also covered. Students will initially analyze these issues within the context of ethical philosophy, later exploring the conditions and norms, which motivate institutional behavior, working relationships, and moral choice

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.

MGTW 372 Diversity in the Workplace

4 units

This course is designed for students working in today's multicultural work environment. Through required readings, journaling and group exercises, students will analyze diversity statistics and case studies about the American workforce. Each student is required to complete a project that involves observations and analysis of their own work environment. Topics covered include defining diversity, race, gender, age, religion, ethnicity, hierarchy and class, sexual orientation, parents working out of the home environment, physical challenges, and corporate culture

MGTW 373 Technology in Business**4 units**

This course will cover some of the more salient issues facing the world today. We will look at issues such as privacy, terrorism, government, biotechnology, cloning and entertainment; and how they relate to the business world.

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, grant writing, 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.

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 an applied psychology program designed to prepare culturally sensitive therapists who want to be professionally licensed as Marriage and Family Therapists (MFT). The degree program meets the educational and training requirements for licensure in the State of California. As part of their curriculum students earn a portion of the 3,000 hours of supervised clinical experience required for an MFT license.

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 meets the educational standards for a California Marriage and Family Therapist license. A licensed Marriage and Family Therapist in California is able to offer psychotherapy to individuals and families with the goal of helping them to improve and maintain healthy family and interpersonal relationships.

The Program emphasizes the 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.

Some graduates continue their education in doctoral psychology programs in clinical, counseling or family psychology.

The Clinical Psychology (MACP) program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues 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, integrated 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 multi-cultural 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.

MA Psychology Program Outcomes

Students who graduate from the MA Psychology Program will demonstrate the following competencies:

- Theoretical Knowledge in Psychology.
- Clinical Skills that include the necessary diagnostic and intervention skills required for a post-MA internship.

- Ethical and professional awareness, i.e. the ability to apply the legal and ethical guidelines of the profession and to enact behaviors related to functioning and demeanor as a professional therapist.
- Multicultural competence that includes psychological knowledge, skills and awareness of the impact of culture on clients and self as a cultural being.
- Interpersonal competence as it relates to being clinically appropriate such as awareness of the impact of oneself on others, ability to keep the personal from intruding upon the professional, self-reflective capability, and ability to accept feedback without being overly defensive.
- Writing competence manifested by the ability to articulate thoughts clearly and succinctly.
- Critical thinking as evidenced by the ability to problem solve, critique the profession and to approach course material analytically.

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. Units must be current and no older than 3 years. 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 or training requirements 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 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)
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)
WRK600	Traineeship Orientation (0 units)

PSC 600	Applied Psychotherapeutic Techniques of Marriage and Family Therapy (12 units)
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Students are also required to take two noncredit workshops that meet the Board of Behavioral Science requirements for licensure:

WRK501A	Child Abuse Reporting
WRK501B	Aging and Long Term Care

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 GAMFT 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. Students may not do an independent study when the course is being offered. An independent study in a non-required course does 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 the 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 and an active focus on application of new learning. Experiential learning uses teaching activities that are particularly suited to adult learners.

The use of this model to acquire clinical and professional skills requires students to use their personal experience in the classroom. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments

and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research With Human Subjects

Although Antioch Psychology Programs do not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research.

Please confer with your faculty advisor or the Program Chair for information on how to obtain a Human Subjects Committee Review.

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
- 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 consult 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 participate in a traineeship orientation meeting. This is also the time to examine the Antioch-approved sites, contact the site for an application or interview, select a training site, and enroll in PSC600.

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. At the end of each thirteen-week period the supervisor completes an Evaluator Learning Assessment detailing the student's progress for that quarter. Students receive academic credit based upon hours worked. Hours are accrued and paperwork retained by the student for future application for BBS licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All students in traineeship must be covered by professional liability insurance. To ensure each student holds coverage, the university purchases a blanket policy and students are assessed a modest fee that covers a portion of the cost.

Proof of this coverage is requested by many sites and will be given to students upon request.

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 an 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.

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 underrepresented 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 counter transference.

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 psycho-pharmacologists 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.

PSC551A Public and Community Based Systems of Care

3 units

This course describes the continuum of mental health care delivered by government and nonprofit agencies with particular attention to the recent shift in focus on the prevention of mental illness and early intervention with populations at risk. Also examined are the legal, educational, community and medical settings in which populations at risk are found. Students will obtain skills in billing and documentation for reimbursement in public services, cultural competence with mentally ill families, and interagency collaboration.

PSC563K Professional Skills for Therapists
1 unit

This seminar will give students an understanding of the professional role of a therapist and assist in the development of the skills needed to start a traineeship. Skills such as how to: greet clients, complete agency paperwork, keep progress notes, handle money issues, set boundaries, make referrals, and handle no shows and terminations will be addressed.

PSI 510 Career and Lifestyle Planning
3 units

This course introduces career planning concepts to clinicians and counselors. Students will learn major theories, and assessment techniques that allow for an initial formulation of a client's vocational needs or problems. Also covered are basic interventions such as helping clients prepare for job searches. Students will explore career topics by an examination of their personal career trajectories.

WRK501A Child Abuse Reporting
0 units

This course meets the BBS seven-hour requirement for the study of assessment and mandated reporting of child

abuse of various types. Physical and behavioral indicators of abuse, crisis counseling techniques, community referral resources, and treatment issues are also covered.

WRK501B Aging and Long-Term Care
0 units

This workshop meets the ten-hour BBS requirement for the study of the biological, psychological and social aspects of aging. Students will learn to identify red flags, assess common disorders such as depression and dementia, consider treatment options for elderly clients and their families, and make community referrals.

WRK600 Traineeship Orientation
0 units

This mandatory workshop will familiarize students with the policies and procedures of the BBS and Antioch for participating in a clinical traineeship in the community. Students will learn the required paperwork, BBS regulations for counting hours for licensure, and how to prepare for interviews with sites.

PSC 600 Applied Psychotherapeutic Techniques of Marriage, Family and Child Counseling
9-12 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.

Global Business and Management

Master of Arts in Organizational Management

With current concentrations in:

- International Business
- Sports Management

To come in summer of 2008:

- Non-Profit and Arts Administration
- Women's International Studies in Entrepreneurship (WISE)
- Organizational Development (The Psychology of Organizations)

Overview

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 also pioneered programs that combined academic studies with experience 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 at Antioch University Santa Barbara.

Current faculty in the MAOM program are conducting research in organizational management. For example, the program chair, Dr. Esther Elena López-Mulnix has written extensively about intercultural communication and organizational development. She began her research on institutional culture, and Faculty's Multicultural Competence at institutions of higher education ten years ago. She and her spouse, Dr. Michael William Mulnix, President of Antioch Santa Barbara, have lectured worldwide (China, India, México, Europe and more) on subjects ranging from global marketing to international trade, NAFTA, the European Union, and cross-cultural communication. Together, they publish the international *Journal of Hispanic Higher Education* (Sage Publications, Inc.) as well as two book series for Information Age Publications.

The Degree

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 creates a cohesive experience for students that places equal emphasis on personal values, awareness of social issues, and leadership/management skills.

The MAOM degree 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 prepare students for global leadership roles. Antioch faculty consult closely with students to help them develop advanced skills they need as global business professionals.

Students in the Antioch Santa Barbara MAOM

- 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. Students are encouraged to connect theory with work-place issues. Faculty members become mentors who know each of their students on a personal level and therefore take a

strong and direct interest in their future goals and aspirations.

- **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. Direct and personal interaction with faculty is always a priority.
- **Classic foundation:** The core curriculum includes a solid foundation with an emphasis on ethics, strategy and policy, finance, organizational theory, communication, human resources, and applied organizational research.
- **Delivery Options:** Several delivery options are available so that students can adjust their work schedule with classes. For example, students may attend regular on-campus classes or they may choose completely on-line options, or a mix of both delivery models. Students work directly with faculty and their advisor to figure out a schedule that works best for them personally.

Mission

The MAOM program at Antioch Santa Barbara is based on certain beliefs, underlying values, and assumptions which, taken together, comprise 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 imbue 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-reflection and both managerial and pedagogical activities.

Expectations of Students

The Antioch Santa Barbara MAOM Program requires students to be genuinely active participants in their learning. The program 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.

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. A Help Desk is available throughout the week and select hours on the weekend.

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.

Degree Requirements

Antioch's MA in Organizational Management degree is a 60 quarter unit program. Courses are offered evenings, weekends, through a limited-residency program, and on-line.

NOTE: Full-time Status: for purposes of tuition, a full-time load is considered 8 quarter hours. Highly qualified students may take as many as 12 credit hours per quarter, upon approval by their advisor or the program chair.

Requirements include:

- 24 quarter hours of core coursework;
- 32 or more quarter hours in the area of concentration.
- 4-quarter hours for the Capstone experience.

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

Core Curriculum (24 quarter hours)

All courses are 4 credits.

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution and with a Bachelor's degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

MAOM 501	Organizational Theory
MAOM 502	Ethics, Executive Integrity and Social Responsibility
MAOM 503	Human Resource Management and Labor Relations
MAOM 504	Managing Budgets and Finance
MAOM 505	Organizational Strategy and Policy Making
MAOM 506	Applied Organizational Research

Concentrations (72 quarter hours)

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

International Business

INTB 501/601	International Business Management
INTB 502/602	International Economics
INTB 503/603	International Marketing
INTB 504/604	International Finance
INTB 505/605	International Business Law
INTB 506/606	International Accounting
INTB 507/607	International Relations
INTB 508/608	Executive Mentorship

Sports Management

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

SMGT 501/601	Leadership in Sports Organizations
SMGT 502/602	Sports Management, Administration and Finance

SMGT 503/603	Contemporary Issues in Sport
SMGT 504/604	Human Resources in Sports Management
SMGT 505/605	Integrated Marketing Communications
SMGT 506/606	Adapted Physical Activity and Sport
SMGT 507/607	Sports and the Law
SMGT 508/608	Executive Mentorship

Capstone (Practicum Project): 4-quarter hours. Every MAOM student completes an intensive 4-quarter hour Capstone (Practicum Project). A student is eligible to begin the project when he/she has one semester remaining or has completed all of the core requirements for the degree. A student not maintaining Satisfactory Academic Progress may not begin the Practicum Project. The Capstone offers an opportunity to explore a topic of special interest in depth. Topics are developed and approved in consultation with the Advisor. The Practicum Advisor provides group and/or individual guidance during the process.

Every semester 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.

Delivery Systems

The MAOM at Antioch is designed specifically for working adults as well as international students. The regular academic year for the MAOM at Antioch Santa Barbara is divided into four quarters: summer, fall, winter and spring. Admission is on a rolling basis; in other words, you may choose to begin your study in any of these terms. MAOM classes at Antioch Santa Barbara are not available entirely online; however, an online component is required in many classes.

Core and specialization (concentration) courses may be completed in one these delivery modes:

- **Traditional Night Classes** – each class will meet one night (3 hours) each week for 10 weeks.
- **Summer and Winter Institutes** - Institutes are held for six weeks in July/August and three weeks in December. Classes meet Monday-Friday.

Online Component

Some classes are offered in a "low-residency-weekend" delivery mode. Much of this instruction is done online. This means students receive instruction on campus by attending the class on a single Saturday during the quarter and the rest of their learning is accomplished online to allow for the greatest flexibility. Please consult

with your Advisor or the Program Chair to set up the program that is right for you.

Transfer Credit

The MAOM program accepts in transfer up to 9-quarter hours of graduate work from other regionally accredited institutions. Transferred hours must come from courses that are similar in content to those offered at AUSB. Credit hours cannot be used to satisfy more than one degree program. Transfer credit is allowed only for courses with a grade of "B" or better, and within 5 years of having been granted the credits. Exceptions to this policy may be made by the Program Chair.

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-quarter hours of Antioch Graduate Management courses as part of their Antioch BA degree may transfer these units into the MAOM Program under this agreement.

Second Master's Degree

Students who have received a Master's Degree from an accredited institution can transfer up to 9 quarter hours toward the MAOM degree.

Education Abroad Opportunities

Short (4 days to 2 weeks) 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 quarter hours 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 and/or Program Chair.

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 and/or Program Chair. The independent study:

- must be related to the field of organizational management;
- must be approved by the Advisor and Program Chair; 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 (3 semester 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 to two pages 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 an Application for Graduation form (obtained from the Registrar's Office) to the Registrar by the end of the third week of the final semester 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-semester evaluations from evaluators outside Antioch (if any) are turned in to the Registrar's Office by the end of the semester.
- 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 semester, and credit is awarded for all final semester work, the student will graduate as planned.

Master of Arts in Organizational Management Course Descriptions

Core Courses (24 quarter hours)(required of ALL MAOM students)

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

MAOM 501/601 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.

MAOM 502/602 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.

MAOM 503/603 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.

MAOM 504/604 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.

MAOM 505/605 Organizational Strategy and Policy Making

3 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.

MAOM 506/606 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.

Concentrations (32 quarter hours)

International Business

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

INTB 501/601

International Business Management

4 units

Analysis of international political climates, currency issues, financial systems, trade practices, trade barriers are more are discussed. International cultural influences on trade.

INTB 502/602

International Economics

4 units

In-depth examination of economic issues as encountered in various cultures around the globe. International trade policy/theory, macroeconomic adjustment to trade surplus or deficit, foreign exchange markets, balance of payments and more.

INTB 503/603

International Marketing

4 units

Global trade and marketing issues are discussed, the global marketing environment, logistics, cultural challenges, emerging markets, advertising and public relations, and pricing strategies. Students are required to develop a comprehensive international marketing plan with emphasis on integrated marketing

communications (advertising, marketing and public relations).

INTB 504/604
International Finance

4 units

Analysis of foreign markets, interest rates, currency risk and management, international transactions, capital investments, commercial development and more are examined.

INTB 505/605
International Business Law

4 units

The influence of international law on trade and investment strategies. How the law affects business conducted among various trading partners and potential partners. Taxes and tariffs, treaty agreements. Recent legal decisions impacting trade are discussed.

INTB 506/606
International Accounting

4 units

Accounting issues that are encountered in the international arena are discussed. National accounting standards, management accounting focused on differences in culture, taxation, and foreign currency issues are examined. Economic, cultural, historical, and accounting/auditing practice as they affect the development of accounting standards around the globe.

INTB 507/607
International Relations

4 units

The role of the United Nations in setting international political and investment policy, the European Union, NAFTA, the global marketing environment, international diplomacy, trade issues and patterns, and inter-cultural communications are all discussed.

INTB 508/608
Executive Mentorship

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.

Sports Management

NOTE: 500-level courses are designed for students without a Master's Degree from an accredited institution. 600-level courses are for students holding a Master's Degree from an accredited institution, or with permission of the Department Chair.

SMGT 501/601 Leadership in Sports Organizations

4 units

Management and logistics of various sports organizations, facilities, management of crowds, organizational development, strategic planning and fundamentals of sports law.

SMGT 502/602 Sports Management, Administration and Finance

4 units

Overview course emphasizing current management techniques in sports organizations, administration and financial planning. Topics include strategic planning, multicultural issues, managerial styles. Emphasis on management in educational institutions, facilities management, and management/finance in professional sports.

SMGT 503/603 Contemporary Issues in Sport

4 units

The increasingly complex role of sport in society, including social values, violence, racism, sexism, culture, drug and alcohol use/abuse, and more. Social issues related to sport and sports management.

SMGT 504/604 Human Resources in Sports Management

4 units

Management of human relations activities in complex sports organizations, both educational and professional, with an emphasis on leadership, organizational culture, management style, hiring and interviewing techniques, conflict resolution, time management, contracts and various personnel challenges in sports.

SMGT 505/605 Integrated Marketing Communications

4 units

The interrelatedness of marketing, public relations and advertising in complex sports organizations. How effective IMC strategies can position and enhance various sports organizations. Emphasis is also placed on effective fund raising strategies.

SMGT 506/606 Adapted Physical Activity and Sport

4 units

Physical education, athletics for challenged individuals, motor and fitness development are all discussed.

SMGT 507/607 Sports and the Law

4 units

In-depth discussion of how the law influences all aspects of sports. The law as it relates to sports figures, sports personalities, and sporting events themselves.

SMGT 508/608 Executive Mentorship**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.

Capstone (Practicum Project) (required of ALL MAOM students)

OMN 650 Practicum Project**8 units**

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

Additional Options**OMN 507 Study Abroad****1-4 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 601 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.

Master of Arts in Education

Mission

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been the education of the whole person—character, 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 two-credential program approved by the California Commission on Teacher Credentialing (CCTC). As part of the Master of Arts in Education and Teacher Credentialing Program (MAE/TC) candidates can earn either a multiple subject credential or an education specialist credential for mild/moderate disabilities.*

** The Education Specialist Mild/Moderate credential program is pending approval in June 2007.*

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.

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 2005-06, Antioch Southern California, which consists of the Los Angeles and Santa Barbara campuses, twenty-six program completers who took and passed the Reading Instruction Competence Assessment (RICA) prior to June 2006. 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-seven. Twenty-eight 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.

Multiple Subject Credential

Antioch University 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. 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.

Education Specialist Mild/Moderate Credential

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) prepares special education teachers who specialize in teaching literacy, use research based theories of learning, connect assessment and instruction, value collaboration among professionals and families, and actively resist cultural, economic, and racial bias. Moreover, Antioch's special education teachers work as a team to support all students in a continuum of services and programs, including the general education classroom.

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

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, assistive technologies for students and online communication.
- Familiarize candidates with global, environmental interdependence. Candidates study the impact of human activity on the natural environment and become thoroughly familiar with the need (both pragmatic and philosophical) to teach respect and love of the natural world. They learn to teach in the context of real problems and solutions in the living laboratory.

- Provide candidates with study of School Reform and Educational Leadership. The systematic Master's level study of effective schooling, school restructuring, and organizational change provides candidates with strong leadership skills.
- Provide a social and professional support system for teachers' lifelong learning.

Program Design

The Master of 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. After four full-time quarters of successful performance, multiple subject 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. Candidates in the Education Specialist Mild/Moderate program earn the Level I credential after one full time year and the Level II and the MA degree after a second year of half time coursework and teaching in the field. Candidates who already have a multiple or single subject credential will have a modified program.

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 or Level I (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 the U.S. Constitution requirement
- Recommendation by the Program Chair

Requirements for the Clear Credential (for the multiple subject credential)

- Preliminary Credential
- Successful completion of an Approved Induction Program

Requirements for the Level 2 Education Specialist Credential

- Successful completion of all courses and experiences in a CCTC approved Level 2 Program; and
- Recommendation by the Program Chair.

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. They learn about skills in teaching including using research-based strategies in the classroom and appropriate differentiated instruction to meet the academic and social needs of all students.

The graduated Field Practicum/Student Teaching Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/TC Program, the professional development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances their social change skills. 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 participate in the required concurrent Pro-seminar at the university campus.

Candidates in the Education Specialist Mild/Moderate Program* who are teachers with intern credentials may use their own classrooms to satisfy some of the field work requirements. They are supervised by district appointed personnel as well as university supervisors. They may choose to take two years rather than one to fulfill the requirements for the Level I credential.

** The Education Specialist Mild/Moderate credential program is pending approval in June 2007.*

Multiple Subject 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 (10 units)
TEP 538	Classroom Organization: Theory and Practice (3 units)
TEP 601B	Teaching & Accommodating Students with Disabilities (1 unit)

Total 20 units

Quarter 3

TEP 504	Social Science and Children's Experience (3 units)
TEP 513	The Arts in Culture and Learning (3 units)
TEP 511	Language Arts Curricula: Theory & Methods (3 units)
TEP 512A	Student Teaching with Professional Seminar (12 units)

TEP 519 Educational Technology (2 units)

Total 23 units

Quarter 4

TEP 602 Advocating for Healthy Children (2 units)

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

TEP 515A Student Teaching with Professional Seminar (12 units)

TEP 525 Physical Education and Movement (1 unit)

Total 18 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 531 A Enhancing English Language Development with Literature (2 units)

Total 8 units

Quarter 8

TEP 621 Thesis Study (6 units)

Total 6 units

Master of Arts in Education Degree Completed

Education Specialist Mild/Moderate 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 (10 units)

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

TESE 601B Individualized Education Design and Policy Implementation (1 unit)

Total 20 units

** Courses may be waived if candidate possesses a recent multiple subject credential.*

Quarter 3

TESE 509 Assessment in Special Education (3 units)

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

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

Total 19 units

Quarter 4

TESE 518 Family Dynamics and Communication for Special Education Services (3 units)

TESE 515A Student Teaching Mild/Moderate with Professional Seminar II (12 units)

TESE 517 Understanding and Teaching Students with Mild and Moderate Disabilities II (4 units)

TEP 602 Advocating for Healthy Children (2 units)

Total 21 units

Level I Credential Completed

Quarter 5

TESE XXX Level II course still in development (4 units)

TEP 614 Foundations of Educational Research (3 units)

TESE 617 Professional Intensive (1 unit)
Total 8 units

Quarter 6

TEP 616 Critical Evaluation of Educational Research (3 units)
TESE XXX Level II course still in development (4 units)
TEP 617 Professional Intensive (1 unit)
Total 8 units

Quarter 7

TEP 619 Producing and Disseminating Educational Research (3 units)
TESE XXX Level II course still in development (4 units)
TESE XXX Level II course still in development (1 unit)
Total 8 units

Quarter 8

TEP 621 Thesis Study (6 units)
Total 6 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 for whom an approved Induction program is not available may take TEP 622 A-C, Professional Inquiry and Collegial Observation (1 unit each), along with courses to meet the advanced professional development standards, to qualify for the clear credential.* Currently these courses are TEP 617A and B, TEP 631, and TEP 531A.

** Changes to the program will begin in July 2008 in response to legislation regarding requirements for the professional clear credential.*

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

Teachers in the MAE in Social Justice and Educational Leadership (MAEx) Program will gain 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. They will learn to navigate these systems with a critical perspective and to develop skills to facilitate change.

The Program provides students learning experiences that will help them:

- 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. Students have an opportunity to explore topics of personal and professional interest and to examine their potential roles as leaders in a reflective, supportive environment.

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 plans, which are approved by faculty advisors in the program.

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

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

In addition to the core curriculum, students enroll in up to 15 units of electives, taken during any quarter, depending on student interest, course availability, and students' schedules.

Students who need to fulfill Credential Requirements by taking specific courses or by enrolling in Antioch's program for the clear credential* are eligible to take approved courses toward that end as part of their elective options.

*until July 2008

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.

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

TEP613 A Sociological and Curricular Perspectives in Schools as Organizations (4 units)
TEP614 Foundations of Educational Research (3 units)
TEP 630 Social Justice and Educational Leadership (3units)

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 (3units)
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 content standards are achieved in conjunction with investigation and experimentation. Candidates design instruction informed by students' development and language usage. Candidates learn to use literature, to teach students how science was and is learned—through hands-on experiment and discovery. Teaching students to protect and sustain ecological systems is considered central to the course.

TEP 511 Language Arts Curricula: Theory and Methods **3 Units**

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

12 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 introduced 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.

TEP 515A Student Teaching with Professional Seminar

12 Units

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

TEP 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 websites 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

10 Units

This field practicum is designed as a laboratory for TEP 505, 507 and 538. Candidates are placed in schools where they observe and participate using the theories and strategies taught in these courses. Candidates work with children from diverse cultural and language

backgrounds. The practicum is designed to cover topics related to the development of reflective practice. (Lab fee required for the Teaching Performance Assessment)

TEP 536 Foundations of Social Justice Education

4 units

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

TEP 536 Foundations of Social Justice Education

1 unit

This course supports the field aspects of TEP 536 Foundations of Social Justice Education. Candidates work in schools to fulfill the fieldwork assignments within TEP 536.

TEP 537 Mediation and Conflict Resolution in Schools

3 units

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

TEP 538 Classroom Organization Theory and Practice

3 Units

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

TEP 601A Social & Legal Dimensions of Special Education

2 Units

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

TEP 601B Teaching & Accommodating Students with Disabilities

1 Unit

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

TEP 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 616 Critical Evaluation of Education Research

3 units

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

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 622A-C Professional Inquiry and Collegial Observation

1 unit each

Through focused conversations involving introspection and meaning construction with self and others, candidates will identify and strengthen their own theory of practice and their ability to construct theory from applied contexts. By selecting from significant personal experiences of teaching and learning related to the standards required by the advanced course of study, and posing questions related to these experiences, candidates will participate in conversations over time with their critical friends. Videotapes, collegial observations and artifacts of teaching will be used to ground the development of theoretical constructs and growth of classroom facilitation skills. By participating in a sustained community of practice, candidates will be supported in their growth over time. Candidates will enhance their ethnographic note taking/note making skills and their capacity for constructive conversation.

TEP 630 Social Justice and Educational Leadership**3 units**

Contemporary research and practice related to progressive education movements are studied, including humanistic, student-centered, democratic, environmental, character, radical pedagogy, moral education, de-schooling, and charter schools. Students explore their own assumptions about these approaches and write a supported essay on their approach to teaching and school reform. The concept and practices of activism within and outside of the system are introduced. During this course students also form a unique collegial support group for pursuing the masters' degree as experienced teachers. Antioch's social justice mission and its impact in the educational program is shared in this course. Prerequisite: 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 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 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.

TESE 509 Assessment in Special Education**3 units**

The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals with mild to moderate disabilities, including those who are culturally and linguistically diverse. This course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about language practices and patterns of language use among cultural and linguistically diverse populations that may be misunderstood as language deficiencies. The dilemma of using traditional assessment instruments, such as standardized tests is considered, and a variety of alternative assessment methods are explored.

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

Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They begin to assume full responsibilities for the class. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Culturally responsive and individualized instruction and teaching in both general and special education settings are reviewed and discussed in the context of candidates' teaching experiences. Candidates continue to learn legal and professional requirements and expectations for the Individualized Education Programs of their students. Candidates' questions are

explored with peers and instructor in a supportive, problem-solving context.

Prerequisite(s): Advancement to Student Teaching, TEP 533, or teaching credential

TESE 515A Student Teaching Mild/Moderate with Professional Seminar II

12 units

This course is part of on-going professional development within the Antioch University Teacher Education and Master's degree program. Candidates continue to engage in on-site daily student teaching in a setting with students with mild/moderate disabilities under the supervision of a Cooperating Teacher and University Supervisor. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the Program. Candidates take over all class responsibilities for at least a two-week period. A weekly small group seminar is used to discuss procedures that are implemented in the student teaching placements. Culturally responsive instruction and teaching with mutual respect and care are reviewed with peers and instructor in a supportive, problem-solving context. **Prerequisite(s):** Successful Completion of Student Teaching in previous quarter (TESE 512A)

TESE 516 Understanding and Teaching Students with Mild and Moderate Disabilities I

4 units

This course focuses on meeting the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integrating technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of reading, literacy, mathematics, and metacognition.

TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II

4 units

This course focuses on meeting the needs of students with mild and moderate disabilities through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and

backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

TESE 518 Family Dynamics and Communication for Special Education Services

3 units

The purpose of this course is to provide candidates with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. In-class activities, discussions, course readings, and assignments will be used to facilitate understanding of research, recommended practices, and family perspectives concerning parent-professional partnerships. In addition, the interaction of culture and disability will be explored. A framework for addressing problems or conflicts that often arise between service providers and clients from different cultures will be discussed.

TESE 538

Comprehensive Behavior Assessment and Positive Behavior Support

3 units

In this course, candidates study the research and practices of social and academic behavior management with exceptional pupils in special education and inclusive settings. They learn theoretical perspectives on behavior management, and how to conduct applied behavioral analysis based on ecological assessment and functional analysis. This course also covers the ethical standards and professional conduct related to behavior management practice for individuals with disabilities. In addition, legal requirements, practices and procedures related to Title 5, California Code of Regulations "Behavioral Interventions for Special Education Students," will be infused throughout this course and candidates will have a working knowledge of the requirements of state and federal laws.

TESE 601B Individualized Education Design and Policy Implementation

1 unit

This course builds upon the knowledge gained by candidates in TEP 601A. The focus of this course is to learn to implement special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Candidates will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education and with outside service providers. They understand the connections between assessment and instruction, and are able to design effective instructional plans to meet student needs. They learn to write appropriate short and long term goals and objectives and plan comprehensive programs to coordinate all aspects of a student's educational program.

Doctoral Program in Clinical Psychology (Psy.D.)

Family Psychology Program

Family Psychology is a broad-based specialty that includes working with families in psychotherapy and also working within other systemic contexts to provide indirect and direct service in multiple settings, including: school systems, primary health care, the justice system, and family businesses. Family Psychologists provide assessment and treatment services to children, adults, couples, and families. They provide supervision and leadership to various individuals and organizations and they support effective program development and implementation through evaluative or basic research.

As part of their degree program, students gain expertise in Family Forensic Psychology. This emphasis is designed to prepare psychologists who are increasingly called upon to intervene with families involved with the legal system. It also prepares psychologists to work in a consulting capacity with legal professionals. Future professionals learn to assess and intervene with families who are facing divorce, child custody disputes, elder care and conservancy, custodianships, parenting challenges, adoption, family violence, community violence or involvement with the juvenile justice system.

Psy.D. Program Goals

The Psy.D. Program in Clinical Psychology with a Family Psychology Emphasis was developed to produce well-trained clinicians within a scholar-practitioner model using the core competencies of the National Council of Schools and Programs of Professional Psychology (NCSPP). The program builds on Antioch University Santa Barbara's outstanding local reputation for providing quality education at the Master's level. Key elements include:

- an educational approach integrating theory and practice;
- training emphasizing the socio-political impact of systems (family, community and cultural) on the individual;
- Antioch's appreciation of the diversity of human experience;
- a focus developing critical thinking skills;
- preparation for the role of the professional psychologist.

Accreditation

The PsyD program has been designed to meet the standards for accreditation of the American Psychological Association (APA) but is not yet accredited. The guidelines and principals for APA accreditation have been followed closely in developing the curriculum and in structuring the program. The campus will be applying for APA accreditation early in 2009. If successful in attaining accreditation then, the date of accreditation would be the last date of the site visit and all students who are enrolled at the time would graduate from an APA accredited program. Applicants are cautioned that, at this time, we cannot guarantee that APA accreditation will be attained upon first application. However, we are committed to continuing to pursue accreditation, if necessary, until it is received.

The APA Committee on Accreditation requires doctoral programs to provide information about completion rates, licensure information for graduates and costs of attending the program.

Since we have not yet graduated our inaugural class, we do not currently have information on time to completion, data on internship placement or licensure information.

We do have the following retention information: For students beginning in 2005, retention rate is 75%. For students beginning in 2006, retention rate is 80%.

The cost of attending the post MA -4 year program is currently \$61,200

The cost of attending the post BA-5 year program is currently \$80,600

Program Delivery

The full time program is offered across two days per week, Thursday all day and Friday morning. A typical first quarter schedule is:

THURSDAY

9:00 a.m. – 11:50 a.m. (class 1)

1:00 p.m. – 3:50 p.m. (class 2)

6:00 p.m. – 8:50 p.m. (class 3)

FRIDAY

9:00 a.m. – 11:50 a.m. (class 4)

Psy.D. Program Components

Coursework

Full-time students will enroll for 11- 13 units per quarter over 9 quarters and a 1-unit year-long internship for a total of 108 quarter units. Coursework consists of foundational course work (24 units) taken during the first year in the program, courses in Family Psychology (17 units), and assessment courses (12 units). In addition, students take 12 units of courses in Family Forensic Psychology to attain a concentration that also meets the requirements for the Child Custody Evaluator Training. Fifteen units of Professional coursework, 18 units of Practicum and Clinical Application courses, and 9 units of Clinical Dissertation complete the degree program. The Clinical Dissertation is completed during Year 3 and prior to beginning the internship.

Clinical Dissertation

The Clinical Dissertation is intended to demonstrate that students have integrated the material they have learned during the first two years in the doctoral program. Early in their program, students will select an appropriate project. The Research Methods course will introduce students to models of clinical dissertations. During the third year, students will register for 9 units of Doctoral Project (3 units in each quarter) in order to carry out and complete the project. It is expected that students will complete the project prior to beginning their internship. Students who have not completed the clinical dissertation during Year 3, will be required to enroll in PSY 763, Dissertation Continuation for 1 to 3 units.

We are interested in stimulating student creativity, therefore the options for completion of this project vary. Because family psychology involves a paradigmatic shift from a focus on the individual to a focus on the system, students will be encouraged to develop a project which involves studying a complex system of their choice. The Psy.D. is an applied degree, thus the clinical dissertation will involve the investigation of a practical application, either through empirical (quantitative or qualitative), theoretical or clinical evaluation strategies. Unlike the Ph.D. dissertation, the clinical dissertation has an immediate practical application. Students will be guided in their work by their dissertation advisor, a second faculty member, a student member and an outside expert.

Internship

Students are required to complete a full-time internship during the 4th year of the academic program. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre-and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Director of Clinical Training will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year.

Clinical Hours

It is expected that students will acquire 1000 hours of clinical experience prior to applying for the internship. We expect that most students will seek out clinical placements early in their program (and will take advantage of summers to accumulate the requisite hours). During enrollment in the Practicum sequence, students will be required to be in Practicum Training (clinical placement).

Professional Competence Evaluation (PCE)

During Practicum III, students will begin to identify and conceptualize a case which might be developed for presentation as part of the PCE. The PCE is intended to demonstrate students' skill and knowledge in the field of psychology and to integrate their academic and clinical learning. The PCE is to be completed during the summer following Year 2 of the program, prior to engaging in the application process for internship.

The Pre-PsyD Track: *An Alternative Entry for Doctoral Studies.*

The Pre-PsyD entry point is an alternative entry path into the PsyD Doctoral program for prospective students who do not have a master's degree in psychology. The track is a one-year sequence of foundational graduate courses in psychology that prepares students to engage within the PsyD curriculum.

Instead of entering the 4-year doctoral program with a Master's Degree in Psychology, entry through the Pre-PsyD year requires a total of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology; they earn a non-licensable Masters Degree in Psychology after completion of 72 units.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, work experience in the field or a master's degree in another discipline.

The courses in the Pre-PsyD year are MA-level foundational courses in Psychology and a clinical skills sequence. Students also complete a pre-doctoral internship in the final year of the program. Students admitted into the Pre-PsyD program, **upon successful completion of the first year of coursework**, will continue their studies with students who were admitted with an MA degree in psychology.

The Pre-PsyD year consists of 3 quarters of Pre-PsyD coursework (and supervised experience starting in the third quarter and continuing over the summer) as follows:

Pre-PsyD Classes

Fall Quarter

PSC601 Psychotherapy Theories

In this course, students learn the concepts and techniques used in traditional theories of psychotherapy and examine the social, cultural and historical contexts that produced them. Theories are read in their original sources and the emphasis is on a critical examination of their relevance to practice with contemporary populations.

PSC603 Research Methods

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

PSC 605 Multicultural Competence

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.

PSC607 Family Systems Theories

This course examines the major concepts of family systems theories and helps students conceptualize systemically. The history, premises, cultural influences and approaches of family therapy are explored. The application of systems theory with couples and families is also considered.

WRK601 Human Sexuality

In this workshop, students examine current topics including biological, psychological, psychosocial and cultural aspects of sexuality. Students explore their own sexual identities and their values regarding sexual behavior. In order to receive credit with the Board of Psychology or the Board of Behavioral Sciences for the Human Sexuality requirement for licensure, students must attend all ten hours of instruction.

Winter Quarter

PSC 602 Academic Writing

The purpose of this course is to develop skills in academic writing, critical analysis and professional literature review. Students learn how to search psychology literature, write using APA style, and acquire other skills needed to produce graduate level papers.

PSC606 Psychopathology

This course provides a survey of the major theories, categories and treatment of psychopathology including psychopharmacological approaches. Students develop their diagnostic skills and a mastery of the categories and concepts of the Diagnostic and Statistical Manual (DSM IV-TR).

PSC620 Psychotherapy Relationship and Process Skills

This course provides an introduction to basic psychotherapeutic concepts and skills, with particular attention to the nature of the relationship between psychotherapist and client. Students practice fundamental psychotherapy skills in the roles of therapist, client and observer. Students also learn to attend to process variables in psychotherapy, to differentiate between content and process, and to work with client affect, resistance and defense, transference and counter transference.

PSC 650A Pre-practicum

In this preparatory class for supervised experience, students view a live psychotherapy session conducted by the instructor during the first hour of class. The remaining class time is devoted to a discussion of the case and the interventions implemented by the therapist/instructor. Through their participation, students demonstrate their readiness to engage with clients in agency settings.

WRK602 Child Abuse Reporting

In this workshop, students learn how to assess for and report incidents of child abuse (sexual, physical, emotional or child neglect). The course considers indicators of abuse, crisis counseling techniques, community resources, the rights and responsibilities of reporting, the consequences of failure to report, how to

care for a child's needs after a report is made, sensitivity to previously abused children and adults and the implications and methods of treatment for children and adults. In order to receive credit with the Board of Psychology or the Board of Behavioral Sciences for the Child Abuse Assessment Training requirement for licensure, students must attend all seven hours of instruction.

Spring Quarter

PSC604 Human Development

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

PSC 608 Psychological Assessment

This course provides an overview of the domains of psychological assessment and the assessment techniques that are commonly used by psychologists. Students will learn the process of formulating assessment questions, selecting instruments, critiquing assessment instruments, basic interpretation of test data and writing up their results.

PSC621 Group Psychotherapy

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

PSC622 Case Conceptualization and Treatment Planning

In the class, students integrate the theoretical knowledge and clinical skills that they have been developing into case conceptualization and treatment planning skills. Learning objectives include formulating a theoretical conceptualization that also addresses developmental, multicultural and systemic factors. Students also learn to formulate short and long term therapy goals appropriate to the various phases of psychotherapy. Use of the clinical supervision and the development of a professional identity are also addressed.

PSC652 Supervised Experience

Field experience takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from other schools and disciplines. The experience allows students to develop psychological knowledge and psychotherapeutic skills by providing services in a variety of settings.

Summer Quarter

PSC652 Supervised Experience

Field experience takes students out of the classroom and brings them into the community to work with clients, professional psychotherapists and peers from other schools and disciplines. The experience allows students to develop psychological knowledge and psychotherapeutic skills by providing services in a variety of settings.

PsyD Specific Policies

Student-Trainee Competence

(adapted 7/14/05 from the Council of Chairs of Training Councils and from Antioch University, New England)

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and the profession. Therefore, faculty, training staff, supervisors and administrators in such programs have a duty and responsibility to evaluate the competence of students/trainees across multiple aspects of performance, development and functioning.

Academic competence in professional psychology programs is defined and evaluated comprehensively throughout doctoral training, internship and even post-doctorally. Consequently, in addition to evaluating performance in coursework and related academic program requirements, other aspects of professional development and functioning will also be evaluated. These areas include cognitive, emotional, psychological, interpersonal, technical and ethical competencies. Such comprehensive evaluation is necessary in order for faculty, training staff and supervisors to appraise the entire range of academic performance, development, and functioning of their student/trainees.

It is important that students/trainees in professional psychology programs (at all levels) know that faculty, training staff, supervisors and administrators have a professional, ethical and potentially legal obligation to a) establish criteria and methods through which aspects of competence other than, and in addition to, a student/trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice) and b) ensure (as much as feasible) that the student/trainees who complete the program are competent to manage future relationships (e.g. client, colleagues, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment,

and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend graduate students or trainees with demonstrable problems (in cognitive, emotional, psychological, interpersonal, technical or ethical areas) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Evaluative areas other than and in addition to coursework, seminars, scholarship, examinations, or related program requirements include but are not limited to demonstration of sufficient: a) interpersonal and professional competence (e.g. the ways in which student/trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories), b) self-awareness, self-reflection and self-evaluation (e.g. knowledge of the content and potential impact of one's own beliefs and values on others as listed in a above), c) openness to processes of supervision (e.g. the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning and d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g. by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This is applicable to settings and contexts in which evaluation would appropriately occur (e.g. coursework, practica and supervision) rather than settings and contexts that are unrelated to the formal process of education and training (e.g. non-academic, social contexts). However, regardless of setting or context, when a student/trainee's conduct clearly and demonstrably a) impacts the performance, development or functioning of the student/trainee, b) raises questions of an ethical nature, c) represents a risk to public safety or d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

The inclusion of this material is for the purposes of informing students/trainees that evaluation will occur at many levels during their enrollment in the program. Evaluation procedures will be consistent and content verifiable, will depend on more than one single source (e.g. across supervisors and settings), will be for the primary purpose of providing feedback to students/trainees, will focus on strengths as well as areas of improvement, and will be for the purposes of developing remediation plans when necessary (and if satisfactory remediation is possible). These materials

will comprise part of the Annual Review Process described below.

The Annual Review Process

At the end of each academic year, an Annual Review Process will be undertaken in which every student in the PsyD program will be reviewed by the PsyD core faculty. This Review will include material generated on each student during the recently completed academic year.

The Review Process will encompass information regarding:

- professional and clinical functioning,
- personal and interpersonal functioning and
- academic functioning.

As such, we will review evaluations from instructors (in traditional courses), feedback from instructors in Case Conference and Practicum classes, supervisors from field experience sites, dissertation committee members and any additional information which might be forthcoming to the student's advisor or program administrators.

Following a review of documents on each student in a specially convened faculty meeting, the Director of the PsyD program and the Director of Clinical Training will meet individually with each student to provide feedback about the student's progress through the doctoral program. Information will be provided to the student regarding his/her functioning in each of the three areas reviewed. Student performance will be rated as:

- Outstanding
- Excellent
- Very Good
- Good
- Satisfactory with concerns
- Unsatisfactory

If students receive unsatisfactory ratings in any area they can be placed on Academic Probation.

Along with the ratings, any plans for remediation will be discussed with the student.

While the Annual Review Process considers all aspects of the student's functioning on an annual basis, this is not intended to be an overall grade based on the student's work during the year, but rather is intended to provide a snapshot of the student's progress at a given point in time. For instance, if at the time of the review, the student has not completed an assignment for a specific class, but is in the process of doing so and has completed all other academic requirements, s/he might receive a "satisfactory with concerns" in the academic area.

The Annual Review Process is also not the only opportunity for feedback that students will receive. Course evaluations, field experience evaluations and other formal and less formal forms of feedback will also be provided.

During the Annual Review Process, students will be given a copy of the document which includes written ratings. Where ratings are “Satisfactory with concerns” or “Unsatisfactory”, specific explanations and plans for remediation will be included. Remediation plans may include suggestions and recommendations or possible actions to be taken (including Academic Probation, recommendations for leave, part-time enrollment or personal therapy). Arrangements for work which is incomplete will also be included. Thus, deadlines for late papers or other assignments will be included in the written documentation.

Academic Probation

Academic Probation is determined by the program faculty and/or the Dean of Academic Affairs, under the following conditions:

- earning 3 units of NO Credit in any learning activity;
- failure to follow a course of learning deemed necessary by the Advisor;
- an established pattern of ratings of “Unsatisfactory” or “Needs Improvement” and/or pattern of critical feedback in evaluations, which in the faculty’s judgment is serious enough to indicate persistent academic problems which may warrant probation;
- critical feedback in clinical practicum or clinical learning activities that may be indicative of inability or impairment in the role of professional psychologist; or,
- documented plagiarism, academic dishonesty, ethical violations, or violations of school policy. (Note: Consequences of unethical behavior are not restricted to probation and may include expulsion).

Placement on Academic Probation may occur as part of the Annual Review process or may occur independently of such review.

When a student is placed on Academic Probation, the Advisor, Chair, or Dean of Academic Affairs notifies the student of her/ his Academic Probation status (if determination is made at a time other than the Annual Review). It is the student’s responsibility to respond promptly by scheduling a meeting with the Advisor, Chair, or the Dean in the appropriate cases. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

A plan is developed by the student and the Advisor. Requirements are specified—for example, deadlines for

incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. PsyD students placed on Academic Probation could have their approval to enroll in a clinical training placement delayed or they may be required to attend psychotherapy.

A student on Academic Probation is required to meet with the Advisor before registering for the following quarter to demonstrate required academic progress. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card. Students who are required to obtain psychotherapy have a right to confidentiality in that relationship, but they are required to submit a statement from the therapist indicating that they have attended sessions and are making appropriate progress.

The student is removed from Academic Probation at the Advisor’s, Chair’s, or 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. The Registrar is notified to remove the student from Academic Probation.

Students on Academic Probation who do not meet the conditions of their plan of remediation are informed in writing of the specific consequence. Students are not approved for Candidacy for Graduation or certified as ready for their pre-doctoral internship while on Academic Probation. Dismissal from the program is possible for failure to meet the conditions of the probation.

Clinical Training Probation

Students in the PsyD Program are reviewed and evaluated for clinical suitability and skills in all courses including Practicum and Field Experience. Students are expected to abide by the ethical standards for counselors and therapists established by the American Psychological Association. Students may be placed on Clinical Training Probation and/or dismissed from the PsyD Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles for psychologists. Questions that arise about students’ ethical conduct in clinical training work are addressed through the following procedure. The Advisor speaks with the involved student to obtain pertinent information and also consults with any other parties who can provide information about the situation. The Advisor recommends to the Program Chair a course of action to be taken. This information is also considered during the Annual Review Process.

Board of Psychology Educational Requirements

The PsyD program at Antioch University Santa Barbara meets the academic requirements for Psychologist licensure in the State of California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our accredited degree generally meets out-of-state requirements, most states have specific course requirements unique to that jurisdiction.

Clinical Field Experience

Clinical field experience (part of the Practicum course) takes students out of the classroom and places them into the community to work with clients, professional psychotherapists and peers from many schools and disciplines. The program allows students to gain knowledge and develop assessment and psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, in-patient, educational, health care or rehabilitation sites.

The Psychology Program maintains training agreements with practicum placements serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties) as well as in Los Angeles County. It is expected that students will acquire 1000 hours of clinical experience prior to applying for the internship. We expect that most students will seek out clinical placements early in their program (and will take advantage of summers to accumulate the requisite hours). During enrollment in the Practicum sequence, students will be required to be in Practicum Training (field experience).

While those hours will not count toward the 3000 hours required for licensure, they will serve to prepare the student to apply for competitive pre-doctoral internships. See the Field Experience/Practicum manual for more details on the process of obtaining this experience, or consult with the Director of Clinical Training.

Pre-doctoral Internship

Students are required to complete a full-time internship during the 4th year of the academic program. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Pre-and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Clinical Training Coordinator will help students with the identification of appropriate internships. Students will earn one unit of academic credit during the internship year, but will be considered enrolled full-time if

participating in a full-time internship, even if the internship is out-of-state.

Professional Competence Evaluation (PCE)

During Practicum III, students begin to identify and conceptualize a case that might be developed for presentation as part of the PCE. The PCE is intended to demonstrate students' skill and knowledge in the field of psychology and to integrate their academic and clinical learning. The PCE is to be completed during the summer following Year 2 of the program, prior to engaging in the application process for internship. Students must successfully complete the PCE in order to be certified as ready for internship.

Personal Therapy

Personal problems may at times interfere with a student's ability to function in a clinical setting. The APA Guidelines specify that it is the trainee's responsibility to recognize when personal problems interfere with his/her effectiveness and to take appropriate steps so that the public is not harmed. This recognition may lead to a student decision to engage in personal therapy. In some instances the program may recommend therapy in order to help students resolve the issues that seem to interfere with personal or professional functioning. In some circumstances therapy may be required as the result of our Annual Review process. However, there are other reasons that students may wish to seek therapy during their doctoral training and they are encouraged to do so. This is not a requirement of the doctoral program, but the student may choose to enhance his or her personal and professional development through direct involvement as a client in individual, dyadic or group therapy. Because of ethical limitations on dual relationships, students may not seek psychotherapy with core or adjunct faculty.

Part-time Status

Students in the PsyD program are expected to be enrolled full-time in the program. Exceptions to this are those instances in which a student may be placed on part-time status due to health reasons, disability or through administrative initiative.

Dual Relationships in Psychology

In compliance with the APA Code of Ethics, dual relationships are not permitted. A dual relationship refers to any relationship that has potential for harm because one person has the power to exploit the other. Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or abuse of power. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor.

In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past. Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for Psychotherapy in order to meet any requirement of the program. It is acceptable, however, to enter therapy after graduation with someone who was formerly the student's instructor. More information on the Dual Relations Policy of Antioch Southern California can be found in the Student Life section of this catalog.

Experiential Learning and Confidentiality in The Classroom

Some classes in the PsyD Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others by receiving feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience.

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

Advanced doctoral students in the role of instructing less advanced students

Advanced doctoral students will on occasion serve as Teaching Assistants in courses where less advanced students are enrolled. So as to minimize any possibility of a dual relationship, advanced doctoral students will not evaluate the work of other students enrolled in the doctoral program, although they may be asked to evaluate the work of students enrolled in other Antioch programs, including the Master's in Psychology.

Integration of Diversity Material in the Curriculum

Antioch Santa Barbara supports the integration of diversity material throughout curricula in all of its programs. Faculty in the PsyD program have agreed that it is advisable for all courses to reflect issues of diversity, rather than isolating diversity into one or two courses. Consequently, students can expect multicultural issues and issues related to other diverse groups to be considered in every course. In addition, students will enroll in PSC741 Multicultural Psychology to consider issues related to multiculturalism in a more focused manner. To further ensure that diversity has effectively infused our doctoral curriculum, we have sought and obtained a grant from the American Psychological Association's Committee on Ethnic Minority Recruitment, Retention, and Training

(CEMRRAT) to provide formal training in the inclusion of diversity issues to faculty. The Director of the PsyD program remains responsible for ensuring that appropriate diversity content is included in all courses.

Clinical Dissertation

The Clinical Dissertation is intended to demonstrate that students have integrated the material they have learned during the first two years in the doctoral program. Early in their program, students will select an appropriate project. The Research Methods course will introduce students to models of clinical dissertations. During the third year, students will register for 9 units of Doctoral Project (3 units in each quarter) in order to carry out and complete the project. It is expected that students will complete the project prior to beginning their internship. Students who have not completed the clinical dissertation during Year 3, will be required to enroll in PSY 763, Dissertation Continuation for 1 to 3 units.

We are interested in stimulating student creativity, therefore the options for completion of this project vary. Because family psychology involves a paradigmatic shift from a focus on the individual to a focus on the system, students will be encouraged to develop a project which involves studying a complex system of their choice. The Psy.D. is an applied degree, thus the clinical dissertation will involve the investigation of a practical application, either through empirical (quantitative or qualitative), theoretical or clinical evaluation strategies. Unlike the Ph.D. dissertation, the clinical dissertation has an immediate practical application. Students will be guided in their work by their dissertation advisor, a second faculty member, a student member and an outside expert.

Research With Human Subjects

Students who are working toward completion of the Doctoral Dissertation requirement must be aware of the need for review of the proposed research by the campus Institutional Review Board (IRB). This review is required whenever human subjects are the focus of research. Proposed research must be submitted to the IRB for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research. Details of the IRB review process are included in the Dissertation Manual.

Faculty

The Faculty in the doctoral program consists of Core Faculty and Adjunct Faculty. Core Faculty have primary responsibility for the delivery of courses and the development and implementation of program policies and procedures. Student advisement is also a responsibility of Core Faculty. Adjunct Faculty are carefully selected to teach courses in their area of

expertise, to participate on dissertation committees and to provide input to the Annual Review Process. Because Antioch University Santa Barbara operates through participatory governance, Adjunct Faculty are encouraged to participate in as many aspects of the University as they can.

Student-faculty relations

Doctoral students at Antioch University Santa Barbara work collaboratively with faculty on research and other academic tasks through informal partnerships as well as

through more formal relationships such as Graduate Research and Teaching Assistantships. While it is widely understood that doctoral students are colleagues-in-training, it must be acknowledged that because of the special evaluative relationship between student and faculty, this cannot be a completely reciprocal relationship. Nonetheless, Antioch's student-centered approach and its commitment to the development of the student as a whole person results in creating a collaborative and supportive educational environment.

Psy.D. Course Descriptions

Foundational Courses in Psychology

PSY 701-The Roots of Modern Psychology **3 units**

An overview of the philosophical and historical origins of the discipline of psychology and of the perspectives which have shaped contemporary psychology. The course includes the various schools of thought associated with the field of psychology and the impact of these schools on contemporary practice in psychology. Family psychology as a synthesis of empiricism, systems thinking and clinical psychotherapy

PSY 702-Individual and Family Development through the Lifespan **3 units**

This course considers both individual theories of development throughout the lifespan and theories of the family life cycle and their interactions. Special attention is paid to issues of aging and long-term care.

PSY 703-Social Systems **3 units**

This course focuses on the interrelationships between individuals and the social environment. Traditional approaches to understanding social behavior are examined within a systemic paradigm. Topics include attitude and attitude change, socialization, attribution theory, social influence theory, interpersonal attraction, small group interaction and prejudice and discrimination.

PSY 704-Psychopathology **3 units**

This course reviews the etiology and classification of individual psychological disorders. These disorders are considered within the context of the interaction between individual, family, biological and environmental factors. Through case studies, students begin to integrate clinical interviewing, conceptualization, diagnostic skills and treatment planning.

PSY 705-Human Learning and Cognitive Processes **3 units**

This course reviews theories of learning, memory and cognition and their application to psychotherapeutic change.

PSY 706-Psychobiology and Psychopharmacology **3 units**

This course provides an overview of the biological and neurological bases of human behavior. Central nervous system and organically-based dysfunctions and the implications for psychopharmacology are examined. The effects of trauma, head injury, and the neurological aspects of psychological disorders are discussed in a systemic context. The role of medication in the treatment of psychological disorders is considered.

PSY 707-Research Methods in Clinical Psychology **3 units**

The course provides an overview of basic conceptual and methodological issues related to conducting research in clinical psychology. Both quantitative and qualitative approaches are considered. Examples of types of clinical dissertations are presented to assist students in developing their clinical dissertation proposal.

PSY 708-Data Analysis Strategies in Clinical Psychology **3 units**

This course focuses on data analysis strategies used in both quantitative and qualitative research. Traditional statistical approaches to research and the computer application of statistical software are considered. Qualitative analytic strategies as well as the use of computer software for qualitative analysis are also reviewed.

Family Psychology Foundational Courses

PSY 710-Advanced Family Systems **3 units**

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. It includes an overview of systems concepts and their application to psychotherapy. The functioning of the individual and the family within the larger context (eco-systemic) is inherent in the course approach. Examination is made of other psychological theories from a systemic perspective.

PSY 711-Family Therapy **3 units**

The course reviews current theories and methods of family intervention. The application of family systems models includes transgenerational approaches, systems

structural models, experiential approaches, family behavioral and cognitive-behavioral approaches, brief and postmodern approaches. Students analyze case material and develop interventions based on these approaches.

PSY 712-Couples Therapy

3 units

The literature on couples relationships and the application of couples' interventions is reviewed. Students examine relationships of intimacy in order to understand the characteristics and processes in functional and dysfunctional relationships as well as the extra-relationship factors that influence them. Assessment, treatment planning and intervention skills from multiple theoretical perspectives will be covered through case studies, simulations and demonstrations.

PSY 713-Child and Adolescent Psychotherapy

3 units

This course covers the major intervention techniques for working with child and adolescent clients in the systemic context. Distinctions between normal and pathological behavior are drawn for the purposes of selecting appropriate treatment.

PSY 714-Family Violence

3 units

Violence in the family is considered from a number of theoretical and psychotherapeutic perspectives. Assessment and treatment issues related to child physical and sexual abuse, intimate partner abuse and elder abuse are the primary focus of the course with students learning through case material and simulations. Legal and ethical responsibilities are also reviewed.

PSY 715-Addictive Behaviors

2 units

The etiology and progression of addictive behaviors provide the core of this course. Assessment of and treatment models for addictive behaviors including substance abuse, eating disorders, sexual addictions and other high risk behaviors (e.g., gambling and spending addictions) are considered.

Assessment Courses

PSY 720-Cognitive Assessment

2 units

Taken in conjunction with PSY 720L, Cognitive Assessment Lab: This course covers the theory of test construction and psychometrics as the first course in a series on assessment. The use of cognitive tests such as the Wechsler Intelligence Scales with children and

adults for purposes of assessing intelligence, development, learning and emotional disorders. Cultural issues in testing are considered.

PSY 720L-Cognitive Assessment Lab

1 unit

Taken in conjunction with PSY 720, Cognitive Assessment: Students practice the administration of cognitive tests in a laboratory setting and prepare test reports.

PSY 721-Psychodiagnostic Assessment

2 units

Taken in conjunction with PSY 721L, Psychodiagnostic Assessment Lab: This course focuses on objective measures of personality and psychopathology, such as the Millon, the MMPI and symptom inventories. Administration, scoring, interpretation and report writing are emphasized.

PSY 721L-Psychodiagnostic Assessment Lab

1 unit

Taken in conjunction with PSY 721 Psychodiagnostic Assessment: Students practice the administration of objective personality tests and symptoms inventories and the production of test reports in a laboratory setting.

PSY 722-Projective Testing

2 units

Taken in conjunction with PSY 722L, Projective Testing Lab: This course focuses on projective tests such as the Rorschach and the TAT. Administration, scoring and interpretation are emphasized.

PSY 722L-Projective Testing Lab

2 units

Taken in conjunction with PSY 722, Projective Testing: Students practice the administration of projective personality tests and the production of test reports in a laboratory setting.

PSY 723-Neuropsychological Assessment

2 units

Taken in conjunction with PSY 723L, Neuropsychological Assessment Lab: This course focuses on screening and assessing for neurological impairment. Selection of appropriate neurological tests is included. The use of tests covered in other assessment courses in the series is also considered for neuropsychological purposes.

**PSY 723L-Neuropsychological Assessment Lab
1 unit**

Taken in conjunction with PSY 723, Neuropsychological Assessment: Students practice the administration of neurological tests and the production of test reports in a laboratory setting.

Family Forensic Psychology

**PSY 730-Introduction to Family Forensic Psychology and Family Law
3 units**

The course considers the role of the psychologist in applying a family systems perspective to assessment and intervention with individuals and families who interact with the legal system. Family forensics involves such areas as child custody, family violence, alternative families, elder law, and family businesses. The course provides an overview of the field of family forensics, introduces students to the legal system and to the relevant laws impacting the area.

**PSY 731-Assessing Families and Children in the Legal Context
3 units**

This course considers the specific assessment issues encountered in family forensic settings and introduces students to the special assessment tools available for children and families. Students are taught to present psychological data in a format meaningful to the court.

**PSY 732-Expert Testimony
1 unit**

This course provides skills for psychologists to feel comfortable participating in the legal system as an expert witness (in contrast to providing testimony as a treating psychologist). Awareness of the various legal documents encountered (e.g. subpoenas, depositions, pleadings etc.) is also included.

**PSY 733-Child Custody Evaluation
2 units**

Critical issues related to the well-being of children in the context of custody and visitation disputes are covered in this course. The course will consider how to do interviews of adults and children involved in such disputes, (including collateral parties), the type of psychological testing necessary and the need for home visits. Collaboration of the psychologist with other forensic team members is emphasized.

**PSY 734-Mediation and Conflict Resolution
3 units**

This course considers ethical, professional and legal issues in conducting mediation and using conflict resolution strategies. The application of unique family law issues to this area is examined. Also, students develop effective mediation and conflict resolution skills. Different models used in approaching mediation and conflict resolution and the different stages in these processes are included.

Professional Coursework

**PSY 740-Integrating Science and Practice
3 units**

Today's psychologist must be well versed in the science behind psychology as well as in practice-related issues. This course examines the interface between the scientific database of psychology and its application to clinical work. In particular, we will consider empirically supported treatments and the need to defend clinical interventions from a scientific perspective. Outcome research and its application to practice will also be reviewed. Students will apply multicultural and other forms of critique to these data.

**PSY 741-Clinical Issues in Multicultural Psychology
3 units**

Continual demographic changes in client populations have made cultural competence an essential aspect of ethical psychotherapeutic practice. This course builds on students' basic ability to work with multicultural clientele and focuses on the integration of culture into clinical assessment, intervention, treatment planning, and evaluation. Students learn to integrate culture into traditional approaches to treatment and are introduced to culturally-specific models and techniques.

**PSY 742-Legal and Ethical Issues
3 units**

This course reviews ethical guidelines and legal issues in professional psychology. Topics include confidentiality and privilege, family laws regarding divorce and child custody, relevant court decisions, involuntary hospitalization, suicide assessment, the APA Ethics Code and policies of the California Board of Psychology.

**PSY 743-Teaching Psychology
2 units**

This course focuses on strategies for teaching psychology at the university level. Students will learn skills including preparing a course, delivering effective

classroom presentation, designing student centered learning activities, fostering academic integrity, teaching with technology, and evaluation and documentation of learning.

PSY 744-Advanced Clinical Skills
2 units

Electives are offered according to current student and faculty interest. Possible offerings include: focus on specific disorders (e.g. affective disorders, anxiety and stress disorders, eating disorders, personality disorders, etc.), on specific clinical problems (e.g. sexual dysfunction, impact of chronic illness on individual and family functioning, etc.), or on particular approaches to clinical intervention (e.g. consideration of certain theoretical orientations, such as postmodern approaches or techniques such as psychodrama). Students enroll for a minimum of two of these electives.

Practicum and Clinical Applications

PSY 750-Case Conference
3 units

The case conference is the first course in the clinical sequence. Students view a psychotherapy session during the first hour of class. The remaining class time is devoted to a discussion of the case and the interventions implemented by the therapist/instructor.

PSY 751-Practicum I
3 units

Students practice basic skills in assessment, interviewing, conducting mental status exams, and crisis management with culturally diverse clients in a clinical agency and receive consultation from the practicum instructor and student peers in class. The role of the psychologist is distinguished from other mental health professionals.

PSY 752-Practicum II
3 units

Students receive consultation from the practicum instructor and student peers while discussing legal, ethical and clinical issues which emerge in the course of their clinical field placement. Professional development is also addressed.

PSY 753-Practicum III
3 units

Students receive consultation from the practicum instructor and student peers while discussing legal, ethical and clinical issues which emerge in the course of their field placement. Professional development is also addressed.

PSY 754-Practicum IV Supervision and Consultation
3 units

Students receive consultation from the practicum instructor and student peers while discussing clinical issues based on their clinical field placement and related legal, ethical and professional issues. Models of supervision will be considered and students will discuss opportunities for consultation in outside agencies.

PSY 755-Practicum V Integrating Family Forensics
3 units

Students receive consultation from the practicum instructor and student peers while discussing clinical issues based on their clinical field placement and related legal, ethical and professional issues. Issues of Family Forensics will be the primary focus of this practicum and students will be encouraged to obtain clinical training at sites that provide experience with family forensic clients. Special issues related to ethics, practice and supervision in the family forensic field will be highlighted.

Dissertation

PSY 760-Clinical Dissertation I
3 units

Students enroll for dissertation credit while they work with their advisor and committee on the Clinical Dissertation. Development of a research proposal and completion of a literature review constitute the specific tasks which must be accomplished in order to receive credit for this course.

PSY 761-Clinical Dissertation II
3 units

Students enroll for dissertation credit while they work with their advisor and committee on the Clinical Dissertation. Data collection constitutes one of the specific tasks which must be accomplished in order to receive credit for this course.

PSY 762-Clinical Dissertation III
3 units

Students enroll for dissertation credit while they work with their advisor and committee on the Clinical Dissertation. Completion of the dissertation write up, in publication-ready format, constitutes the specific tasks which must be accomplished in order to receive credit for this course.

PSY 763-Dissertation Continuation**1-3 units**

Only students who have not completed the Clinical Dissertation prior to the pre-doctoral internship should enroll in this course. Students enroll for dissertation continuation each quarter until the dissertation is complete. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each quarter until the dissertation is completed. Students will continue to meet with the dissertation chair and committee to facilitate completion of the dissertation.

Internship**PSY 790-Internship****1 unit**

A one-year pre-doctoral internship is required prior to graduation. Students must complete this internship at a site approved by the Clinical Training Committee. Internship training sites are usually accredited by the

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

Prerequisites

Completion of all Antioch University Santa Barbara Psy.D. courses, completion of a minimum of 1000 hours of practicum at external sites and successful completion of a Professional Competence Evaluation, demonstrating students' skill and knowledge in the field of psychology.

Antioch Community

Antioch University Santa Barbara Core and Adjunct Faculty

Deborah Allen, M.S.W.

University of California at Los Angeles

Dr. Robert Amenta, Ed.D.

(1974) Ed. D. Administration, USC Los Angeles.
MA Education, Fresno State. BA Liberal Arts, Fresno State.

Kathleen Baggarley, MFT

M.A. Goddard College.

Barnaby Barratt, Ph.D.,

Personality & Development Studies, Harvard University

Dyrian Benz-Chartrand, PsyD.

Clinical Psychology, Massachusetts School of Professional Psychology

Karl Bergenstal, Ph.D.

Clinical Psychology, Alliant International University

Juliet Betita (2001), M.A.

Counseling Psychology, Goddard College. B.F.A, San Francisco Art Institute.

Alan Bleiman, J.D.

Law, Quinnipiac College of Law. M.A. Clinical Psychology, Antioch University, Santa Barbara

Mr. Christen Bloyer

(1999) MBA Westminster College Utah.

Toby Bobes, Ph.D.

Human Behavior, Ryokan College. M.A. Marriage, Family, and Child Counseling, Azusa Pacific University

Dr. John Borst

(1995) Ph. D. Higher Education & Social Change Western Institute for Social Research, Berkeley California.

Norman Bradley, M.A.

MA Education, Stanford

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.

Joe Bush, Ph.D.

Clinical Psychology, University of Virginia

Mr. Steven Caputo

(1997)MAOM, Antioch University Santa Barbara

Peter Claydon, Ph.D.

Psychology, University of California Santa Barbara

Russell Collins, M.A.

Clinical Psychology, Antioch University Santa Barbara

David Debin, B.A.

Adelphia College, BA

Michelle Deen, M.A.

Human Development & Family Relations, University of Connecticut

Gary Delanoeye, Ed.D.

Ed.D, Educational Leadership Cal Lutheran University
MS, Special Education Cal Lutheran University
BA Psychology Cal Lutheran, Los Angeles

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.

Kathleen Dinan, M.A.

Education, University of Connecticut
BA Eastern Connecticut University

Elizabeth Di Novi, M.A

MAE/TC, Antioch University Santa Barbara, BA Spanish University California Los Angeles

Kendall Evans, M.A.

Clinical Psychology, University of Nebraska

Herman Fogata, M.S.W.

University of Southern California, Los Angeles.

Jan Ford, M.A.

Antioch College Santa Barbara, MA Clinical Psychology

John Forhan J.D.

University of Notre Dame, Doctor of Jurisprudence

Jay Fortman, Ph.D.

Educational Psychology, University of California Santa Barbara

Nissa Hales, M.A.

University of Alabama, BA, Antioch University Santa Barbara

Marilyn Hantgin, M.A.

Education, University California Santa Barbara, BA
Liberal Studies UCSB

Michele Harway (2002), Ph.D.

Social and Developmental Psychology University of
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B.S. Psychology Tufts University. Diploma in Family
Psychology, ABPP

Nels Henderson M.A.

Antioch University Santa Barbara, MAOM

Linda Holder, M.A.

Counseling, Loma Linda University

Angela Holland-Zimmer, M.A.

Clinical Psychology, Antioch University, Santa Barbara

Anthony Jackson M.A.

UCSB, MA Comparative Politics

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.

Dr. Lynn Jones, Ph.D.

(1998) Ph. D. Social Welfare, Yeshiva University.
MA Social Welfare, Yeshiva University.
BA Psychology, Drew University.

Steve Kadin, Ph.D.

Clinical Psychology, California Graduate School of
Family Psychology

Ian Kaminsky, Ph.D.

Clinical Psychology, Pacifica Graduate Institute

Richard Kelliher, Psy.D.

Illinois School of Professional Psychology

Micael Kemp, M.A.

Counseling Psychology, University of California Santa
Barbara

Chuck Klein, M.A.

(1994) MAOM, Antioch University Santa Barbara.

Jacqueline Kurta, M.A.

Clinical Psychology, Antioch University, Santa Barbara

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ACADEMIC CALENDAR 2007-2008

SPRING QUARTER 2007

Priority Application Due Date for Spring 07

Tuition and Fees Due for Spring 07

First Day of Instruction

Final Add/Drop Date

Graduation Applications Due

Registration Deadline for Summer 07

HOLIDAY: Memorial Day

Tuition and Fees Due for Summer 07

End of Instruction Period

Commencement

February 5

March 6-8

April 2

April 17

April 20

May 23

May 28

June 5-7

June 16

June 22

SUMMER QUARTER 2007

Priority Application Due Date for Summer 07

Tuition and Fees Due for Summer 07

HOLIDAY: Independence Day

First Day of Instruction

Final Add/Drop Date

Graduation Applications Due

Registration Deadline for Fall 07

HOLIDAY: Labor Day

Tuition and Fees Due for Fall 07

End of Instruction Period

May 7

June 7

July 4

July 2

July 15

July 20

August 22

Sept 3

Sept 6

Sept 15

FALL QUARTER 2007

Priority Application Due Date Fall 07

Tuition and Fees Due for Fall 07

First Day of Instruction

Final Add/Drop Date

Graduation Applications Due

Registration Deadline for Winter 08

HOLIDAY: Thanksgiving (observed)

Tuition and Fees Due for Winter 08

End of Instruction Period

August 6

September 6

October 1

October 14

October 19

November 21

November 22-24

December 6

December 15

WINTER QUARTER 2008

Priority Application Due Date Winter 08

Tuition and Fees Due for Winter 08

HOLIDAY: New Year's Day (observed)

First Day of Instruction

HOLIDAY: Martin Luther King's Birthday (observed)

Final Add/Drop Date

Graduation Applications Due

HOLIDAY: Presidents' Day (observed)

Registration Deadline for Spring 08

Tuition and Fees Due for Spring 08

End of Instruction Period

November 5

December 6

January 1

January 7

January 21

January 20

January 25

February 18

February 27

March 13

March 22

SPRING QUARTER 2008

Priority Application Due Date for Spring 07

	February 11
Tuition and Fees Due for Spring 07	March 13
First Day of Instruction	April 7
Final Add/Drop Date	April 20
Graduation Applications Due	April 25
Registration Deadline for Summer 07	May 28
HOLIDAY: Memorial Day	May 26
Tuition and Fees Due for Summer 07	June 12
End of Instruction Period	June 21
Commencement	June 23

SUMMER QUARTER 2008

Priority Application Due Date for Summer 07

	May 12
Tuition and Fees Due for Summer 07	June 12
HOLIDAY: Independence Day	July 4
First Day of Instruction	July 7
Final Add/Drop Date	July 20
Graduation Applications Due	July 25
Registration Deadline for Fall 07	August 27
HOLIDAY: Labor Day	Sept 1
Tuition and Fees Due for Fall 07	Sept 11
End of Instruction Period	Sept 20

FALL QUARTER 2008

Priority Application Due Date Fall 07

	August 11
Tuition and Fees Due for Fall 07	September 11
First Day of Instruction	October 6
Final Add/Drop Date	October 19
Graduation Applications Due	October 24
Registration Deadline for Winter 08	November 26
HOLIDAY: Thanksgiving (observed)	November 27-29
Tuition and Fees Due for Winter 08	December 11
End of Instruction Period	December 20

NOTE(s):

- *New students should address their questions to the Admissions Office at (805) 962-8179. New students may register outside the normal registration period. Continuing students should contact their Academic Advisor or the Registrar's Office.*
- *The MAE-TC Program calendar coincides with the calendars of its public school partners. MAE-X students receive program specific calendars 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.*
- *Applications may be accepted on a space available basis if necessary. Dates are subject to change.*

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