# OFFICIAL CATALOGUE: WISR –
# WESTERN INSTITUTE FOR SOCIAL RESEARCH

**A Private, Non-Profit, Unaccredited Institution of Higher Learning That Is Approved by the State of California's Bureau for Private Postsecondary Education (www.bppe.ca.gov). "Approved" means, "approval to operate" which means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter).**

**A Premiere Academic Institute for Social Change Since 1975**

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**Berkeley, CA 94705**
**(510) 655-2830**
**mail@wisr.edu | www.wisr.edu**

**All classroom instruction is held at:**
**2930 Shattuck Avenue, Suite 300 (near Ashby), Berkeley, CA 94705**

**As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.**

**Entering students are also required to review and sign the Disclosure regarding the requirement that WISR achieve accreditation by the date of any extension by the State, up to July 2022, and the update on WISR's steps and progress, which are included in this catalogue, and which must be provided to you prior to signing an enrollment agreement.**

**Catalogue Dates: May 1, 2021--December 31, 2021.** This catalogue was last updated, May 1, 2021, and will be in force until December 31, 2021, unless there is a substantive change to add before then, in which case the catalog will be updated at that time. **WISR's online catalogue and website are updated within 30 days, whenever there are any major, substantive changes in WISR's academic offerings, degree requirements and procedures, admissions requirements and procedures, and any other important new information, such as State-mandated disclosures.**

**Calendar:** WISR operates year-round, and students may begin studies at any time, and graduate, withdraw or take a leave of absence at any time.

**Distance Learning:** WISR offers distance learning to all students, as well as the option to meet with faculty and students on site, in advising sessions, seminars, study groups and conferences. All seminars, study groups and conferences are available to students both on site and from a distance by internet and phone access to video and audio conferences with those on site. To be admitted, students must: 1) demonstrate that they are capable of successfully studying from afar, and 2) have adequate internet and telephone access, to enable them to participate in online courses and in frequent telephone and/or video conferences. Students who are nearby or visiting the Bay Area are always invited to meet with faculty and other students on site, and to participate in seminars on site (that are also always accessible by phone and video conference over the internet).

**Primary Staff:** John Bilorusky, PhD, is the President—the Chief Executive Officer, Brian Gerrard, PhD, is Chief Academic Officer, Dalia Liang is Chief Administrative Officer and Chief Finance Officer, Marilyn Jackson, PhD, is Executive Assistant to the President, and Mark Wilson is Learning Experience Designer/Technologian. Sudia Paloma McCaleb, EdD, is Director of the EdD Program, and Ronald Mah, LMFT, PhD, is Director of the MFT Program. Rosa Reinikainen, LMFT, MA, is Coordinator of Student Services.

**Office Hours:**

Except during COVID, upon request, any tuition-paying WISR student, may obtain access to WISR's facilities—library, study space, and laptop computer 24/7. Except during COVID, when all instruction is online and by zoom or phone, a staff person is typically at WISR 10 am to 4 pm on Tuesdays, Wednesdays, and Thursdays, as well as many other times throughout the week, and by appointment upon request.

**Board of Trustees:** As a private, non-profit organization with Federal 501(c)(3) status, WISR is governed by its Board of Trustees, who closely communicate and collaborate with WISR's President and the faculty. Current members are:

- Marcia Campos, MA, Chair of the Board
- David Yamada, JD, PhD, Vice Chair of the Board
- Charles Greene, MBA, Treasurer of the Board
- Che Kum Clement, PhD
- Cynthia Lawrence, PhD
- Richard Lawrence, MDiv
- Suzanne Quijano, MBA, MA, LMFT
- John Bilorusky, PhD, President/CEO

## Consumer Information Disclosure Form

### REPORT ON STUDENT OUTCOMES–STUDENT SATISFACTION, STUDENT ACHIEVEMENT AND COMPLETION RATES

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# OVERVIEW

**WISR ("Wiser") is known as a premier academic institute for social change since its inception in 1975. WISR offers individualized MS and Doctoral degree programs for working adults.\*** Areas of study are: Psychology (an MS program that leads to the State's Marriage and Family Therapy License as well as for those seeking to become a Licensed Professional Clinical Counselor), and an EdD (Doctor of Education) in Higher Education and Social Change. Over the years, our interdisciplinary EdD program\* in Higher Education and Social Change has been an exceedingly popular program for talented and highly innovative professionals and community leaders. \*Since June 1, 2013, WISR has admitted all new doctoral students to an EdD program, while previously enrolled doctoral students are allowed to complete their PhDs. We made the decision to switch the designation of the PhD program to an EdD program to enable us to explore the possibility of seeking national accreditation with an accrediting agency that is approved to accredit professional doctoral degrees.

**Our tuition is very affordable for working adults with modest incomes and family commitments--at $7,500/year; $625/month.** *\*Note: WISR's Board has announced that tuition will be increased for the first time in about 8 years–to $8,400/year ($700/month) on November 1, 2021.*

**IMPORTANT! Information about WISR's unaccredited degree, the new State requirement that WISR and other State licensed schools must achieve accreditation by the date of extensions provided by the State up to July 1, 2022, WISR's financial integrity and legally required disclosures are found later in this catalog and on our website at: http://www.wisr.edu/about-2/important-legally-required-disclosures/.**

**WISR's history is indeed the stories of our students successfully building bridges to the significant things they next want to do in their lives.** Our alumni have used their academic projects at WISR to network with professionals and community groups, to create new programs and even new agencies, to carve out distinctive and well-recognized specializations and consulting practices, and to obtain professional positions that carry significant and meaningful responsibilities. In sum, our alumni have generally been very, very satisfied with how well they have been able to use the combination of their WISR learning and their WISR State licensed degree to accomplish their goals, and indeed, to do more than they even aimed to do when they first enrolled at WISR.

For over 40 years now, since 1975, WISR has successfully supported the creative, community involvement efforts of hundreds of adult learners—through its highly personalized, socially progressive and interdisciplinary MS and EdD programs. WISR students and the communities with which they are involved, reflect great geographic, intellectual and cultural diversity. WISR's extraordinary students and faculty together have created a dynamic and inquiring learning community where "Multicultural is WISeR."

# WHAT IS SPECIAL ABOUT EDUCATION AT WISR?

A number of things about WISR, and its ways of helping people learn, fit together to make it a very special place.

## WISR is for community-involved adults.

WISR's students are strongly motivated, mature people who are actively engaged in the work of the communities where they live, as well as in their own personal growth.

## WISR combines theory and practice.

WISR demonstrates that high-quality academic study and full-time work on community problems can go together—that each, in fact, enriches the other. All students do active reading, writing, thinking, and discussing while they continue wrestling with specific, practical problems in their work, with the guidance and support of faculty and their fellow students.

## WISR is intensive and individual.

Learning at WISR starts with a look at one's past experiences, personal goals, individual strengths and needs for acquiring new skills and knowledge. Each student builds a personal learning plan and works with faculty, other students, and community resource people, on the problems s/he deeply cares about.

## WISR is a small, multicultural learning community.

WISR is designed as a living experiment in cooperation among people of different races, cultures, and personal backgrounds. People know each other personally, procedures are human-scaled, and every person makes a difference. Active collaboration with others, not competition and distance, lend richness and interest to each person's learning process.

## WISR is inquiry-oriented.

Learning at WISR builds on the excitement of actively doing your own research, seeing what can be done without fancy statistics, and developing skills of "action research" that are useful in your daily work life. Students learn how to bring data-gathering, analysis, and the best of scientific reasoning into the work of community agencies.

## WISR focuses on professional study that is mindful of personal growth and values, along with strong community-involvement.

Professional education at WISR promotes career development, along with community and civic engagement, and personal development and lifelong learning. Professional knowledge and expertise are developed with a mindfulness of issues of social justice, quality of life, and personal values and purposes.

## WISR is dedicated to social change.

WISR students and faculty are people committed to changing today's oppressive patterns of race and gender relations, of wealth and poverty, of extreme power and powerlessness, in peaceful and constructive ways.

## WISR offers distance learning to all students.

WISR offers distance learning to all students, as well as the option to meet with faculty and students on site, in advising sessions, seminars, study groups and conferences. All seminars, study groups and conferences are available to students both on site and from a distance by internet and phone access to video and audio conferences with those on site.

## WISR helps students to build bridges to fulfill their plans for the future.

WISR helps students build bridges to the next important things they want to do in their lives. We believe it is important to consciously and continually help students to design learning activities—action projects, research, and writings—that help to build bridges to the student's desired career and life paths. We believe that people should not have their visions limited by the definitions of existing jobs and careers, and that they can and should be enabled to be both visionary and realistic in pursuing a life path that makes sense to them. Consequently, WISR's educational programs are suited for learners with many different types of future goals, including but not limited to: changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, or making contributions to others and to the larger community as an unpaid expert drawing on one's professional knowledge, skill and talents.

Not many universities or colleges combine these kinds of commitments and ways of learning and teaching. The founders of WISR were people who had worked in other "innovative" colleges, and who got together to fill some gaps they saw being left open, even by the most worthwhile attempts to create innovative educational programs. The result after more than 40 years is a vital, changing, and deeply involved group of people who are helping each other to operate a living laboratory for multicultural education and social change.

## We invite you to join us! To learn more about WISR . . .

**We invite those interested in learning more about WISR's distinctive qualities to contact us—to arrange to visit a seminar and to set up a meeting to ask questions and to discuss whether or not WISR's programs may meet your learning and career needs. Read More**

# WISR'S MISSION AND HISTORY

WISR was founded in 1975 by four educators, including WISR's current President, Dr. John A. Bilorusky. In founding WISR, all were engaged in considerable inquiry, reflection and discussion—among themselves and others—about the state of American higher education, and its limitations. WISR was founded in part as an attempt to improve on both conventional and alternative higher education as they had evolved into the 1970s. At that time, in the aftermath of the sixties, many educators and students were debating the merits of the university's role in the community and in social change, the "relevance" of the curriculum, and generally, the values served by higher education. WISR was founded partly as our modest but concerted response to some inadequacies in conventional education—for example, the absence of emphasis on personalized education, multiculturality and social change. It was founded partly in response to the limitations of alternative programs of the seventies, which oftentimes were too preoccupied with simply "looking different" from the conventional. Since then, many conventional institutions have adopted reforms which have incorporated in only a partial way some of the agendas from the sixties (e.g., field studies programs, women's studies, ethnic studies). Most current reforms are guided by the economics of marketing academic programs to appeal to a growing population of mature adults who are interested in returning for further academic study and professional certification (e.g., to obtain degrees and licensing). Most alternative institutions of the sixties and seventies have failed to survive.

WISR is one of the very few alternative, multicultural and social change-oriented institutions of higher learning that have survived for what is now nearly half a century. WISR's Board, faculty, staff and alumni have continued to hold WISR to these initial commitments—to create and sustain a multiethnic academic institution for people concerned with community improvement, social change and educational innovation; to provide individualized degree programs for working adults; and to continue to refine and enhance the teaching-learning methods that work best for our students, while keeping our basic philosophy, values and our sense of purpose intact. Hence, our motto, "Multicultural is WISeR."

**Indeed, WISR was founded as a modest but very conscious and pointed attempt to develop and sustain a needed Center and a Model for Experimentation in Higher Education, focusing on the pursuit of a few key ingredients, *in combination with one another,* and seldom found among existing academic institutions. Those key ingredients are: personalized, learner-centered education, multiculturalism in a multicultural learning community, a pervasive commitment to action-oriented inquiry, combining theory and practice, and professional study that is mindful of personal growth and values, along with strong community-involvement, and a conscious and non-doctrinaire concern with social change and social justice.**

In 1975, and still today, there are not many places where faculty can come together with one another, and join with students, in trying out new, promising approaches to higher learning. Over the years, WISR has realized one portion of its mission—to provide a creative and supportive learning environment for faculty development and student learning—a place where faculty can collaborate and consciously experiment in further developing their own skills in learner-centered,

multicultural and socially responsible approaches to higher education. To a lesser extent has WISR yet achieved the visibility to be a model for others, but that remains a purpose and agenda for WISR's future.

For more than 40 years, WISR faculty have continued to inquire into, reflect on and discuss the state of American higher education and the bigger picture of the society in which we live, and their hopes for the future. WISR faculty have these discussions as a matter of everyday practice with one another, with WISR students and alumni, and with the WISR Board of Trustees.

Our efforts to experiment in the creation of a worthwhile alternative model for higher education have been especially mindful of the importance of improving professional education in fields related to education, counseling psychology, community services and leadership, while making this education also available to people with grassroots community involvements. In this pursuit, **we have been willing to develop, try out and carefully evaluate distinctive methods, while also building on the best of long-standing traditions**—such as the intensity of inquiry, mentoring, and collegial discourse in the Oxford model, as well as the practical professionalism of land grant colleges and the grassroots orientation of continuing education/community education movements.

**To learn more about our views of WISR's place in the bigger picture of US Higher Education—past, present and future, please read the discussion paper, in the Appendix of this catalog, written by WISR President, John A. Bilorusky, PhD, as a result of some of the latest thinking at WISR, and an outgrowth of our continuing reflection, inquiry and dialogue at WISR about WISR's mission and role in American Higher Education today**.

## WISR's Purpose and Philosophy of Learning

WISR's programs are designed to provide community-involved adults with high-quality learning opportunities, combining academic theory and research with experience-based knowledge and insights, to help people develop satisfying personal careers while providing leadership toward educational innovation, community improvement and constructive social change.

Higher education should help community-involved adults become aware of their intellectual strengths, of what they already know and can do, by thinking, talking, and writing about those strengths, and applying them to problems that the students are personally concerned about. Higher education should help adults assess their personal goals, and the kinds of further learning that they need to pursue those goals and attain them. All students should be encouraged to stretch themselves, to become broadly acquainted with fields of knowledge and intellectual methods that are relevant to their areas of interest.

We believe that facts and methods of analyzing are best learned as parts of a broad, developmental approach to knowing, as a natural, dynamic process that all of us engage in throughout our lives. Critical inquiry can be a focal process in the education and self-development of community-involved adults.

We believe that all learners' intellectual interests are ethically and politically informed, and that these aspects of knowledge should be openly and hospitably explored in the educational process.

Intercultural understanding and multicultural learning experiences are important to adult learning in today's world, especially between members of different genders, economic classes, and ethnic and racial groups. Every student should understand how the most basic facts and ideas that we know are shaped by our individual experiences and the group cultures in which we take part.

We believe that adults learn best when their study is closely connected to their own personal and group interests and connected as well as with work in which they are actively engaged. We believe students should be encouraged and supported in doing work that contributes not only to their own advancement, but also to the improvement of their communities, and to long-term social change for the benefit of all peoples.

We believe it is important to consciously and continually help students to design learning activities—action projects, research, and writings—that help to build bridges to the student's desired career path.

We believe it is important to offer advanced studies for learners who aim to develop, or further develop, expert knowledge and skills—and to provide high quality education to learners pursuing many different types of future goals, including but not limited to: changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, or making contributions to others and to the larger community as an unpaid expert drawing on one's professional knowledge, skill and talents.

We believe that people should not have their visions limited by the definitions of existing jobs and careers, and that they can and should be enabled to be both visionary and realistic in pursuing a life path that makes sense to them.

At WISR, we are committed to engaging in learning processes with our students that will enable them to become effective, expert professionals, and who are effective as professionals because they are also engaged citizens and community leaders, able to live personally meaningful and fulfilling lives. This means developing professionals who have a vision for both using the knowledge of their professions, while also going beyond the limitations and blind spots of their professions, to work for a better tomorrow for everyone.

# LEARNING THE WISR WAY

## Required Course: To Introduce New Students to Learning the WISR Way

**Introduction to Transformative Learning for Professional and Community Leadership**

**This is an introductory course, required of WISR students in all degree programs, except for the MS in Psychology (leading to the MFT and/or LPCC license)**, which is designed to enable students to progress more effectively toward the successful completion of the degree program at WISR, so that students can get the most from their WISR education—in pursuing their learning passions and career interests, in developing the core meta-competencies valued at WISR, in fulfilling the learning objectives for their chosen WISR degree program, and in building bridges for themselves to the next significant things they wish to do in their lives.

1. Students read and study the methods of "Learning the WISR way"–studying the theories and strategies of WISR's approach to transformative learning for professional and community leadership, as well as learning from stories and specific examples drawn from the experiences of other WISR students.
2. Students are introduced to methods of note-taking and writing in their own voice, as well as the use of professional conventions in formal writing and strategies of effective online research. Students are also introduced to the use of WISR's library, and how to access other libraries and online library databases, as well as WISR's online information about careers.
3. Throughout the course, students meet regularly with their faculty advisor(s) to help them progress and get the most out of this course. In this course, students are to reflect on, discuss with their faculty mentor(s) and fellow students, and write about what they are learning throughout their studies in this course.
4. The culminating, required papers are a reflective autobiographical essay, a preliminary educational plan and a self-assessment inventory of strengths, challenges, needs, and opportunities in the pursuit of their future goals and learning. In addition, EdD students are expected to write a brief essay where they put forth ideas and questions relating what they've learned in this course to the content of their planned EdD studies in higher education and social change.

About Course Credit:

● 4 semester units for MS students (exception: students in the MS in Psychology are not required to do this course for credit since the State MFT requirements already require 60+ units—however, they are encouraged to spend time doing most of what is expected in this course, because this preparation will enable them to get more out of their studies at WISR and most likely, to progress more effectively through the many required courses).
● 3 semester units for EdD students

## To learn more about WISR . . .

We invite those interested in learning more about WISR's distinctive qualities to contact us—to arrange to visit a seminar and to set up a meeting to ask questions and to discuss whether or not WISR's programs may meet your learning and career needs. Prospective students are also encouraged to ask for a copy of the published article, "Multicultural, Community-Based Knowledge-Building: Lessons from a Tiny Institution Where Students and Faculty Sometimes Find Magic in the Challenge and Support of Collaborative Inquiry," about WISR written by WISR core faculty members, Dr. Cynthia Lawrence and Dr. John Bilorusky. The following is the abstract of that article:

The two authors of this article, longtime colleagues at the Western Institute for Social Research (WISR), analyze and tell a story of community-based knowledge-building at WISR in Berkeley, California. WISR was created in 1975 to provide a very small, socially progressive, and multicultural learning environment in which community-involved adults could construct individualized academic degree programs in close collaboration with faculty. In this article, we look at WISR's history, keys to our success, how we measure our success, stories that illustrate some outcomes for our learners, and WISR's intangible qualities, including the subtle ways in which WISR faculty challenge and support our learners. Quite importantly, learners at WISR often come to appreciate that they, and indeed, most everyone, is involved in knowledge-building, to a greater or lesser degree.

Our efforts at WISR are considered in relation to the 'bigger picture'—the teaching and learning of inquiry and scientific methods, other alternative programs and the conventional higher education establishment. As individuals, WISR learners find their own voices, build bridges to their desired career paths and pursue their hopes for bettering their communities. As inquiring colleagues of others, they further contribute to knowledge-building—in immediate endeavors in their local and professional communities, while directly and indirectly conveying to others what they are learning as well as how they are learning. Amidst the nuances of such collaborative inquiry, there is a special magic. That magic is the focus of this article and at the heart of why WISR continues to thrive in the face of seemingly impossible challenges to a tiny, alternative institution with severely limited financial resources. (The article appears in *Community and the World: Participating in Social Change.* Torry D. Dickinson (ed.), Nova Science Publishers, 2003, and the quoted abstract above is on page 63.)

## The intangible qualities underlying learning and collaboration at WISR

**These intangible, but very important, qualities are addressed in the published article,** "Multicultural, Community-Based Knowledge-Building: Lessons from a Tiny Institution Where Students and Faculty Sometimes Find Magic in the Challenge and Support of Collaborative Inquiry," about WISR written by WISR core faculty members, Dr. Cynthia Lawrence and Dr. John Bilorusky. The following is an excerpt from this article. (The article appears in The Community and the World: Participating in Social Change. Torry D. Dickinson (ed.), Nova Science Publishers, 2003.) The two authors of this article, longtime colleagues at the Western Institute for Social Research (WISR), analyze and tell a story of community-based knowledge-building at WISR in Berkeley, California.

The following is a lengthy excerpt from that article (with permission of the publisher):

WISR was created in 1975 to provide a very small, socially progressive, and multicultural learning environment in which community-involved adults could construct individualized academic degree programs in close collaboration with faculty. In this article, we look at WISR's history, keys to our success, how we measure our success, stories that illustrate some outcomes for our learners, and WISR's intangible qualities, including the subtle ways in which WISR faculty challenge and support our learners. Quite importantly, learners at WISR often come to appreciate that they, and indeed, most everyone, is involved in knowledge-building, to a greater or lesser degree.

Our efforts at WISR are considered in relation to the 'bigger picture'—the teaching and learning of inquiry and scientific methods, other alternative programs and the conventional higher education establishment. As individuals, WISR learners find their own voices, build bridges to their desired career paths and pursue their hopes for bettering their communities. As inquiring colleagues of others, they further contribute to knowledge-building—in immediate endeavors in their local and professional communities, while directly and indirectly conveying to others what they are learning as well as how they are learning. Amidst the nuances of such collaborative inquiry, there is a special magic. That magic is the focus of this article and at the heart of why WISR continues to thrive in the face of seemingly impossible challenges to a tiny, alternative institution with severely limited financial resources. . . .

The real "magic" that is WISR is even more intangible than the images that can be grasped from WISR's institutional history, from our institutional problems and "successes," and from the community activities of our students and alumni. In trying to articulate these intangibles, we have decided that, in part, there is something special in the ways that faculty at WISR combine challenge and support in their work with learners. Indeed, the idea that students and faculty, alike, are first and foremost learners is a basic tenant of WISR's philosophy. It is the interests of students as learners and the learning needs dictated by their community involvements that become the focus of student-faculty inquiry. Faculty members at WISR take on different roles–the mentor, the partner in inquiry, the facilitator and coach. Further, in our collaborative inquiries with learners, we are eager to become engaged in their interests and strive to assist them to center their action-research activities and knowledge-building on their interests and learning needs.

It might be magic, but it is definitely not easy. Learners, for whom WISR is the place to study, work very hard to realize their dreams. These learners are not just seeking a degree, although degrees are appropriate goals. They are challenged by their commitment to correct social wrongs and bring about needed changes in their communities-of-reference. The objectives and interests brought by learners vary, as would be expected given the diversity of our student population. As faculty, our intention is to meet learners where we find them–to support their research, to guide their process with suggested readings and questions we put forth as "food for thought," and to use our knowledge to guide the development of theirs.

WISR is an individualized program. As we write that, it is easy to conjure up visions of people sitting in cubbyholes with programmed worksheets, where they work alone, and "correct" their own work against answer sheets provided by whatever publisher has used their own perspective, their values, and their social and political views to provide. That is NOT WISR!

Nor is WISR set up to award credit to students for previous life experience or current work-related activities. In contrast, we tell prospective students that if they enroll, they should expect to be actively engaged with their own learning, and actively engaged with faculty in their inquiries.

By individualized, we mean that learners choose and direct their own program. Although the program is self-paced, self-assigned and self-regulated, we, as faculty, take a major role by maintaining close contact with the learner to work with them in assessing their progress and process. Students meet often with one or several of the faculty, one-on-one, and the meeting is almost always a cooperative and collaborative learning experience. It makes us smile to note that when one of our learners forgets to put their name on their paper, we easily recognize whose paper it is by the content and style. We are so intimately involved in student learning that we know many of the nuances of each learner's thinking, and indeed, it is interesting that students are so sure that we will know that they wrote a particular paper, that our students often "forget" (don't bother?) to put their names on the papers they hand in. Because learners are given the opportunity, indeed encouraged, to think about what they want to learn and accomplish, they often arrive at more clarity about their ideas and the directions in which they are headed. At the same time, we as faculty actively and enthusiastically share thoughts that spring from our interests, curiosities and commitments, but as they might pertain to the interests of the particular learner with whom we are meeting.

All-in-all there are some themes that characterize the subtle, emerging combination of challenge and support that we give to our students. These themes are not facile techniques, nor cut-and-dried formulas that we "implement" on a day-to-day basis, rather they are some of the things that we have become aware of as recurring patterns in the ways we try to work with our students, and qualities underlying the learning relationships with them. This list of themes is not an exhaustive one. The themes could have been listed in any sequence or categorized in any of a number of different ways. This list should be read in the way that one would study a mosaic, or perhaps a kaleidoscope of patterns. Looked at in different ways, each part provides us with an additional perspective on the other parts and on the total "picture." In thinking about the items on this list, the reader may want to keep in mind such notions as exploration, reflection, creativity, engagement, inquisitiveness, social justice, collaboration, open-endedness and emergence. What other qualities come to mind as you read this?

• We encourage learners to do projects they've been wanting to get around to, but haven't—for example, developing a needed, new program or writing a critically reflective autobiography on their community/work/life experience, as these experiences relate to the bigger picture.
• We encourage learners to not just study topics they want to, but also to realize that implicit in their insights are emerging theories to be communicated to others.
• We invite learners not only to write about what they're interested in, but also to write in their voice, to use the first person, to wonder and ask questions out loud on paper.
• We see learning projects as open-ended, not as "products-to-be-graded." We tell students that they may often end a paper by coming up with new questions more than definitive conclusions.
• We urge learners not to formulate thesis and project topics by what "sounds good" (e.g., not to focus on coming up with a "good" hypothesis to test, where the answer is really known in

advance and can then be verified). We urge learners to search for the questions that are important to them, and to others, for the things that they are sincerely and deeply curious to learn more about.

• We try to identify with the learner and his or her concerns, and elicit from her/him some insights, questions and ideas that are interesting to them. And we challenge them, by asking them to read and think about how their concerns relate to the bigger social picture, what they see to be the pros and cons of theories of social change put forth by others, as they think about how those theories could be applied to their concerns.

• We even tend to encourage the reading of certain books and articles we have come to find useful for learners over the years—Paulo Freire, bell hooks, T.S. Kuhn, and action-research handouts written by WISR faculty, among others. Also, we are continually learning from our learners of useful books and articles that we can suggest to other learners to read. The material is more than simply male, Eurocentric material.

• What is the "politics" of the faculty, the learners and the institution? As a group, a significant majority of us could be characterized as progressive and very much to the left of center, and yet we are diverse in our politics. As an institution and a learning community, we do not have a particular "party line" nor do we have a litany of "politically correct" behaviors or positions that learners are supposed to adhere to. Most importantly, however, unlike most institutions, we are actively hospitable and even encouraging of learning endeavors which seek to reflect on issues of racism, sexism, classism, and other forms of oppression and social injustice. We rather consciously and emphatically find ourselves supporting learning and actions which are intended to promote equality, human liberation and justice.

• We encourage learners to probe beneath the surface of things, to look concurrently at both the immediately practical tasks before us in community work and the bigger picture (society as a whole). We want learners to become more conscious of how they evaluate and judge evidence, and to be alert, to get more information, to broaden their experiences. We suggest concrete research strategies for accomplishing these things.

• We also improvise and brainstorm about specific ways each student can proceed with their inquiries, when we are in the midst of thinking with them about their unfinished projects as well as their yet-to-be-formulated projects. What research methods are likely to facilitate the learner in productively addressing the questions, interests, problems, and actions with which they are engaged?

• We endeavor to help learners to do more than simply think or write about their community involvements, for we encourage them to be creative, intellectually and practically. Our students are very apt to write books and articles putting forth the insights and ideas growing out of their experience. Many work on establishing their own non-profit organization, to try to fill some unmet community need in a distinctively innovative way.

• We encourage learners to critically reflect on their community/job experience. People often get involved in routines and find it difficult to take the time and give the attention to looking beneath the surface of what they are doing, or to think about the bigger picture. We try to encourage learners to take notes on what they are doing and then write papers about their insights, and the questions, problems and challenges they encounter, what works, what doesn't work, and how their efforts might contribute to longer-term changes.

• Talking with us in one-on-one meetings is another way to get learners to reflect on what they are doing. We encourage them to talk with others, as well. In a more formal way, they often interview clients, coworkers, and others who are doing similar work, to learn about their experiences, their insights, and the concerns, questions and problems that matter to them. Often

learners lead seminars at WISR to get feedback from other students and faculty on the things in which they are involved.

• We also ask learners to read what others have to say about social change, about the factors that contribute to it, and their vision of how it should happen and where it should lead. We ask them to critique these ideas and theories about social change, in terms of what they agree and disagree with, and in terms of how these ideas relate to the specific types of activities in which the student is engaged, be it work with youth, therapy with trauma survivors, health education, or job training. In this way, students can stand back from the details of what they are doing and think about it in terms of the bigger picture.

• We are always curious to learn more about what our students are doing, both from their perspective (i.e., in terms of their knowledge and experience) and from the perspective of others engaged in the kind of efforts our student is. Our work with learners at WISR leads us to want to learn more about their particular field of study, for very often our students are more expert in their specialized area (be it the development of biracial children, the psychology of trauma, community-based health education, African culture and spirituality, or providing services to homeless families) than we are. By learning more about the learner's field, we are able to ask better questions of them, to know enough about what they are doing to ask interesting questions for ourselves, and to share our wonderings and thoughts with the student, in the role of colleagues, co-inquirers who are actively interested in scratching our heads about the problems our students care about.

• Sometimes learners at WISR are changing fields, and we encourage them to do more research about the field or field(s) they are considering. This may involve doing interviews with others in the field under consideration—to learn more about what they do, what problems they encounter, and why they find it meaningful or challenging. Sometimes we encourage the learner to write an autobiographical piece on how their experiences have led them to the interests and concerns they are currently exploring or embracing.

• We encourage the learner to take his or her own ideas more seriously as a basis for developing theories about a topic in which he or she is an expert. Very often, people think theories are something developed by "other" people, by so-called famous people, and don't take their own insights seriously enough. Autobiographical writing, or at least writings about one's own experience, as they pertain to ideas, questions, concepts developed on a particular topic, is a good way to help students begin to develop their own theories, which they often have but don't realize that they have. We believe that most of us know more than we realize that we know, and we just need the right kinds of support and dialogue to help us become aware of our knowledge, as such, and then to articulate it.

• We spend a lot of time commenting on student rough drafts and encourage our students to submit rough "drafts" that are still in the form of bits and pieces of as-yet unorganized ideas, as well as more polished drafts that have a beginning, middle, and end to them.

• We sometimes suggest that learners interweave reviews of literature with their own ideas—not so much to support their own ideas (which usually can be supported by examples and evidence growing out of their own rich experience) as to think about how their ideas fit in (or don't fit in) with the body of writings that other people have put forth on similar topics.

• We often encourage learners to interview others to test out their ideas, to see how others' experience is similar to or different from their own, and to use these interviews as a basis for involving others in taking some kind of action on the problems of concern to the learner.

• We try to put learners who have similar or overlapping interests in contact with each other, so they can support and learn from each other. We encourage learners to come to seminars to see

how others, even with seemingly very different interests, jobs or involvements, may often share their deeply felt values and broader ideas about the society, where it is going, and where it should go. These seminars also serve as a basis for learners of different cultural and ethnic backgrounds to come together and learn more from each other because of both the differences in their life experiences and from the similarities than transcend the differences.

•        We try to encourage learners not to accept "pat" answers or narrow, technical solutions to problems, whether those approaches are ones they are advocating or whether they are adopting someone else's recipe for success. We usually find when questioning students about these formulaic approaches, that the learner's deeper thoughts about the strategy are much more complex, and more subtle, but that the action advocated has been more simply stated, sometimes because the simply stated version sounds "acceptable" and similar to approaches validated by others in positions of high status or authority."

# LEARNING AT WISR . . . ADDITIONAL DETAILS

## RECENT CHANGES IN CURRICULUM STRUCTURE . . .

*In the past six years, WISR faculty have made some revisions to our curriculum. We have made conscious efforts to preserve WISR's distinctive, personalized approach to learning and WISR's commitment to its mission and goals, while developing a curriculum structure that can best meet the guidelines of external oversite agencies.*

*We have been through two phases of curriculum development, and we believe that each phase has resulted in overall improvements.*

*First, on February 1, 2015, we instituted the following curricular structure, rather than having students do a series of individually designed, independent study projects which kept in mind both student goals and objectives, and the goals and objectives of their degree program. (Previously, only MFT students were required to study specific content, beyond WISR's requirements for social change and action-research; the MFT students also studied content as prescribed by the licensing board for MFTs, the Board of Behavioral Sciences)*

*Students enrolled prior to February 1, 2015 were encouraged to follow these new requirements and guidelines, but they were grandparented into the requirements and learning methods at the time of their admissions.*

The previous requirements may be found in our May 2014 WISR Catalogue

*The curriculum instituted on February 1, 2015, continued with WISR's emphasis on providing personalized education, and did so, by using courses with faculty-developed syllabi to aid student learning.*

The curriculum instituted on February 1, 2015, consisted of:
● For each degree program of a series of required, and elective courses, with each course having a course description, and a syllabus.
● Except for the MFT program where some courses were for 3, 4, or 5 semester units of credit, most other courses were offered for 5 semester units of credit, so that students could study in depth in each course.
● The syllabi for each course, typically contained the following:
○ A list of course learning objectives (along with the degree program objectives);
○ A lengthy list of books relevant to the course learning objectives, and the requirement that students read most of several books chosen from the list;
○ A requirement that the student do further, in-depth research on a topic of strong interest to them that was also related to the course learning objectives, and that this culminate in a substantial term paper;

o      A requirement that the student write (1) an annotated bibliography of the half dozen or so most important readings they pursued; (2) write a self-evaluation and discussion of the evidence that they addressed each of the course learning objectives and two of the degree program objectives, and (3) an overall self-assessment describing and evaluating what they did and learned in the course.

Details about those requirements (from February 2015 through August 2018) can be found in WISR's January 2018 Catalog: at: http://www.wisr.edu/wp-content/uploads/2018/01/WISR_Catalog_revised_January-1-2018.pdf

As of September 2018, we initiated our online courses, using Google Education Suite. *WISR students continue to have regular, intensive guidance from WISR faculty, to enable them to personalize their studies and to aid them in navigating the system of online courses.*

The key ingredients of WISR's online courses (always pursued in combination with regular one on one consultations with WISR faculty) are:
●      Clearly articulated course learning outcomes, and degree program learning outcomes.
●      Approximately 10 courses modules, with reading (and sometimes video) assignments for each module, involving approximately 90 minutes of study, then followed by a short (one to two-page) writing assignment discussing learning in relation to the course module's learning objectives, part of which is posted on WISR's new online forum, along with a reply to another student's post.
●      Usually, an overview book to read, with a short paper (several pages) discussing insights from the book related to course or module learning outcomes.
●      For most courses (4 and 5 semester unit courses), an action-research lab—where students conduct an action-research project on a topic of strong personal interest and related to the topic of the course.
●      10 hours of collaboration with other students—in WISR seminars, through informal collaboration, added participation in the online forum, and/or viewing and writing about videos of previous seminars available online.
●      Some end of course written self-assessments—an overview, an annotated bibliography, and a written evaluation of how learning outcomes were addressed.
●      An end of course oral exam with the student's faculty advisor, to discuss what the student learned, how they learned what they learned, what went well, what was difficult, and what the implications are for the student's future plans and next coursework at WISR.

## COMMITMENT TO WISR'S MISSION AND TO CONTINUOUS CURRICULUM IMPROVEMENT. . .

WISR faculty continue to evaluate and improve the curriculum, through regular faculty and faculty executive committee meetings, and semi-annual curriculum reviews, as well as through planned intensive reviews of the curriculum of each degree program (the methods, requirements, and the content of each course) once every two years.

In other words, WISR's teaching and learning methods emphasize regular, intensive, one-to-one contacts between student and faculty members, and small-group seminars in which everyone is

expected to contribute to the shared learning. These methods were more traditional throughout Western history, from Classical Greece to Oxford and Cambridge Universities, than they are in modern U.S. universities, where the prevalent patterns of impersonal, course-based instruction are inventions of comparatively recent times.

**Evaluations of student work are made by each person's primary faculty advisers through: frequent individual, faculty-student consultations, and the faculty member's review of the student's written papers and completed course assignments, and student submission of the detailed end-of-course self-assessment.** A strong effort is made to engage each student in habitually evaluating her or his own efforts. Open, candid discussions of a student's strengths, progress, and areas needing attention are part of many faculty-student consultations. At the same time, students are encouraged to do repeated revisions and rewrites of their papers and self-assessments, until they have been brought to a level of quality acceptable to both the student and the teacher. WISR faculty members try to separate the process of evaluating students' work from the penalties and insults to students' pride that are considered necessary parts of traditional, summary grading systems.

## Some Outcomes for Our Learners

There are a number of themes that quite often characterize the learning outcomes for WISR students. Several are:

•        "One thing leads to another"—**as students realize one accomplishment or learning breakthrough, then that, in turn, often opens new doors** for the learner and for the people in their lives—in their jobs, communities and in their circle of friends and relatives.

•        WISR learners often **find their own voice**, in written and oral communication.

•        Learners at WISR often **come to see knowledge-building as something in which most everyone is involved.**

•        As a consequence of conscious efforts on the part of WISR faculty, many **students design and pursue learning activities**—action projects, research, and writings—**that help to build bridges to the student's desired career path, and/or to the next significant and meaningful things that they want to do with their lives, making use of the professional knowledge and competencies they have developed.**

For many students, **one thing leads to another**. For example, one learner, the mother of two children, had become concerned about how the recommended treatment for head lice didn't seem to work. As a single parent, she was all too aware that when students miss school, parents often miss work, sometimes with dire financial and emotional consequences. Then, there is the stigma of having head lice. Her senior thesis on this seemingly mundane topic propelled her forward into the position of becoming an expert on natural, safe remedies for head lice, and in formulating a plan of outreach and education to schools and childcare centers. She came to be recognized by others as being a repository of information about head lice and its treatment, as well as a valuable resource and consultant on the effective (and ineffective) organizational (school) responses to head lice epidemics. She was then able to educate others to become more sensitive to the human and interpersonal fallout from this problem, and how to avoid some of the misguided "solutions" to the problem.

Another example is from the action-research project of a student who is the director of a large, multipurpose agency serving homeless families. She wanted to interview homeless mothers and service providers in other agencies serving homeless. Her concern is: how do these clients experience the rules imposed by the agencies serving them? In particular, she is concerned that although the rules are well-intended, the homeless mothers often experience the rules established by the service providers, who have considerable power over them, as a retraumatizing event, as one that reminds them of an experience with say, a battering partner. The result is that these mothers take their children and flee the very places that have been created to shelter them. This project is not yet complete, but she has already learned much more than she thought she would. Further, the homeless mothers interviewed have experienced the interviewing process itself as very empowering and esteem building. Other service providers have become curious about her interviewing efforts, and now want her to interview them and their clients. She has begun to consider having some mothers discuss these issues directly with service providers or help her in conducting some interviews.

Sometimes "the one thing that leads to another" is that a learner imparts both the content and method of their learning to others. As one learner wrote in a self-evaluation, "Not only has my knowledge base increased tremendously, but my ability to integrate and articulate disparate types of information has increased dramatically. My own learning process has given me a clear way to identify gaps in my knowledge and methodically fill them. In addition, my ability to guide [my own] students in a similar building of confidence through their own education has been much enhanced. I have begun to include research projects in their training and to help them share this learning through peer education." This illustrates how a result of participation in this kind of collaborative inquiry is that learners develop the skills and motivations to engage others in similar kinds of learning processes. In this regard, our efforts seem to have a "multiplier effect." That is, the learning of one person multiplies in the society if that person conveys in their relationships with others what, and in this case also, how they have learned.

Another example of an important outcome is when **learners find their own voice in a deeper, more authentic and more powerful way than they have been able to previously.** Learners who are about to write their first paper at WISR discover that they can write in the first person and take ownership of the knowledge they have built and wish to communicate to others. They come to realize that they are not limited by the "behaviors" of academia (e.g., writing in the third person in a neutral, indifferent-sounding way) that they have always assumed was part of professional communication and "research." For example, one student at WISR who had long been well recognized in his field and profession, and who was a very capable and accomplished writer, had a breakthrough in his own writing during his studies for the PhD at WISR. He told us that for the first time, he grappled with issues involved in his "coming out of the closet" with his Marxist convictions in the way that he writes about the insights and lessons that have evolved over the years as he has taught English in Japan and has done research in various parts of the world on the topic of intercultural communication.

**Learners at WISR often come to see knowledge-building as something that most everyone is involved in**—to a greater or lesser degree. Through such realizations, our students become more confident to make their own paths, to embark on their own self-defined careers–be they an activist for changes in our prisons, a therapist focusing on healing the wounds of war and global trauma, a

mother who wants to bring together multiracial families in a process of collective learning and support, or a Native American who wants to preserve the history and culture of his tribe. To be sure, such individuals in many cases had embarked on these distinctive paths prior to enrolling at WISR, and for others new options occurred to them in the midst of their involvement at WISR.

Indeed, WISR faculty rather consciously and emphatically help students to design learning activities—action projects, research, and writings—that help to **build bridges to the student's desired career path. In most academic programs, a student first gets a degree, and then uses that degree to qualify for a particular type of job.** Although WISR degrees are a source of credibility for most of our students in their professional endeavors, many WISR alumni have told us that it was much more significant that WISR gave them the intellectual, social and emotional support and impetus to develop, embark on and/or stay committed to their own distinctive career paths, while they were in the midst of their learning at WISR. They especially value the personalized assistance from faculty, to not limit their visions by the definitions of existing jobs and careers, and to enable them to be both visionary and realistic in pursuing a life path that makes sense to them." [Excerpt from "Multicultural, Community-Based Knowledge-Building: Lessons from a tiny institution where students and faculty sometimes find magic in the challenge and support of collaborative inquiry" by John Bilorusky and Cynthia Lawrence. In *Community and the World: Participating in Social Change*, Torry D. Dickinson (ed.). Nova Science Publishers, 2003.]

# CURRICULUM MAP OF LEARNING OUTCOMES & LEARNING PROCESSES

## NARRATIVE EXPLANATION OF CURRICULUM MAP TO WISR DEGREE PROGRAM LEARNING OUTCOMES, AND WISR LEARNING PROCESSES

**SEE GRAPHIC DEPICTION OF WISR CURRICULUM MAP–RELATIONSHIPS OF OUTCOMES AND LEARNING PROCESSES:** https://www.wisr.edu/wp-content/uploads/2020/01/WISR-Curriculum-Map_FINAL_2.pdf

About WISR's Core Learning Outcomes:
–See Curriculum Map for Graphic Depiction of How these Learning Outcomes are pursued throughout a student's WISR's studies, through different processes in the learning in various courses throughout each student's WISR studies.

**This Narrative, along with the accompanying Graphic Curriculum Map, explains WISR's rationale and approach to how program learning outcomes are used in conjunction with five layers of thematic learning processes throughout WISR's curriculum**, and in all degree programs. These themes are guided by WISR's mission and values and are a significant factor in what attracts students and faculty to participate in WISR's degree programs. The result is a coherent and well-integrated curriculum, and one that is different from many curricula made up of a series of not well-connected courses. By contrast, the learning in, and articulated outcomes of, each course is viewed by faculty and students with a continual awareness of a the themes depicted in the Curriculum Map, and upon which our Program Learning Outcomes are based.

**Essentially, there are 7 core Learning Outcomes Areas for Each Degree Program–outcomes that are unique to the degree program and the subject matter of that degree program, and 6 areas are thematically the same for all programs, but the "level" of expectations and specific outcomes (and indicators of those outcomes for each outcome) are progressively and increasingly sophisticated from MS to EdD**, and this developmental progression is conceptualized and guided by the Dreyfus Theory of Expert Knowledge—and **WISR's use of the Stages of Expertise contributes to our articulation of learning outcomes and indicators in each degree program, so that the outcomes in each area become increasingly sophisticated and advanced, as is appropriate in the progression from MS outcomes to EdD outcomes. In addition, we have used Bloom's taxonomy to articulate different "levels" of learning among the Program Learning Outcomes--from "understanding" to "applying" and "evaluating" and finally to "creating."**

Further, throughout each student's studies, there are five different "layers" (or types) of learning processes operating concurrently. Each layer or "type of process" has different consequences for how program learning outcomes and course learning outcomes are used.

[Based on WISR's core areas of learning—6 thematic areas, and quite importantly, the 7th area of outcomes that are specific to the unique content and goals of each degree program.]

The graduate will*:

1.      Demonstrate skills as a **self-directed learner**
2.      Demonstrate skills and knowledge of **participatory and action-research**
3.      Demonstrate a **multicultural, inclusive perspective**.
4.      Demonstrate skills and knowledge related to **social change, and matters of social justice, equality and environmental sustainability.**
5.      Be able to **write well, communicate clearly and collaborate with others.**
6.      **Build bridges to the next important things they wish to do in their lives, so that they can pursue employment opportunities and/or community involvements, appropriate to their specialized capabilities, experience, and interests.**
**In addition:**
7.      **Most importantly--unique Program Outcomes, specific to the unique content and goals of each degree program.**

*The different levels of knowledge and skill development expected are guided by the Dreyfus Model, and result in different specific goals, learning outcomes, and objectives and indicators for each of the above Learning Outcome Areas, and for each degree program—MS in Education and Community Leadership, MS in Psychology/MFT and EdD in Higher Education and Social Change.*

**Five Layers of Processes Characterize Five Different Ways in Which Degree Program Learning Outcomes guide and assess Student Learning Throughout the Program—**See Curriculum Map for Graphic Depiction of How Degree Program Learning Outcomes are pursued throughout a student's WISR's studies in five different ways/processes, during the learning in various courses throughout each student's WISR studies.

**When creating and using program outcomes, the following institutional outcome themes are considered:**

1.      Self-Directed Learning
2.      Action-Research
3.      Writing / Collaboration
4.      Multiculturalism
5.      Social Change / Justice
6.      Building Bridges to the Future
7.      **The Unique Goals and Content Requirements for Each Degree Program**

\*\*\*

•       **Layer One:** The first three themes are pursed in each course (or in the case of action-research, most of the courses at least).

- **Layer Two**: The second three themes are often considered throughout numerous courses, as is the case with **Layer Three**, where the student's pursuit of one or more area(s) of specialization is considered often and throughout the student's studies.
- **Layer Four:** The Learning Outcomes for the Unique Requirements and Goals for each Degree Program are specified as the Course Learning Outcomes in the Core, Required Courses for the Degree Program, and further aided by any elective courses.
- **Layer Five:** Throughout each student's studies, they are guided and expected to develop a higher level of expertise in their field of study. Specifically, WISR faculty guide and assess student learning based on the Dreyfus Model of Skill Acquisition. This model is based on the concept of learning through a combination of learning and experience. There are five developmental stages of learning associated with this model: novice, competence, proficiency, expertise, and mastery. Therefore, indicators related to the desired stage of learning are intertwined into each outcome. Program outcomes are defined by the student's developing stage of expertise as defined by The Dreyfus Model of Expert Knowledge for each degree are:
  - MS Education and Community Leadership —Competent
  - MS Psychology/MFT – Competent
  - EdD Higher Education and Social Change -Proficient

# Degree Programs–Learning Goals, Outcomes, Measures

- **EdD in Higher Education and Social Change**
- **MS in Education and Community Leadership**
- **MS in Psychology**

# SEMINARS AND EVENTS

## Seminars and Events—concurrently on site and by internet video/audio conference

**All classroom instruction is held both online and on site (except during COVID-19) at our location at: 2930 Shattuck Avenue, Suite 300, Berkeley, CA 94705.**

## Click here to fin out about current seminars and other announcements.

As a small institution for working adults, **WISR does not offer a wide range events, and we do not have a "campus" but rather a spacious storefront, with the largest room accommodating close to 50 participants. There are several opportunities each month for students from all of our degree programs to come together by audio/video conference and on site at WISR's storefront seminar/office space–to learn together, to share and discuss learning experiences, and to socialize with one another.** WISR seminars are always small enough to allow ample opportunities for everyone to participate actively in the discussions.

## Important Information and Disclosures about WISR Seminars and Events

For those who are new to WISR, here are some important things to know about WISR seminars and events.

○       All WISR seminars and events are accessible online through the use of Zoom, and they are also concurrently held on site at WISR's facility in Berkeley, CA, which is on unceded, traditional Ohlone territory.

○       At WISR, we intend to create a learning environment that is safe, and supportive of mutually respectful dialogue and collaboration, and curiosity and openness in learning. [see WISR's Statement of Non-Discrimination and Affirmation of Diversity Values: https://www.wisr.edu/wisr-statement-of-affirmation-of-diversity-values/]

○       At WISR, we welcome people from all walks of life and of many, varied values and political beliefs, who share WISR's commitment to affirmation of diversity values (see statement below).

○       At the beginning of each seminar, we give each participant a minute to introduce themselves, and if they wish, to share a bit about themselves. Those wishing to inform others of the personal pronoun they wish to have used for themselves, are encouraged to do so, when introducing themselves.

**DISCLOSURE ABOUT RECORDING EVENTS AT WISR, AND WISR's USE OF THE PHOTOS AND VIDEOS OF WISR's PUBLIC EVENTS**

All WISR seminars and events are recorded, and photos and video clips, and sometimes entire videos, of WISR seminars may be posted on WISR's website, on WISR's Facebook Page, or on WISR's You Tube Channel. We publicly share some videos and clips to promote WISR's educational content to the wider public. In addition, the entire video of each seminar is, with some exceptions, accessible to WISR students, faculty and staff through WISR's online courses. By participating in a WISR seminar or other event, you are giving WISR permission to use photos or videos of your participation in these seminars and events. However, if you have strong concerns about a particular portion of the seminar in which you made comments, you may, within 24 hours, request that we remove that portion of your comments. In addition, if you want us to edit out your image and entire participation from one, or even all videos, or photos, of WISR seminars we will honor such requests.

## Seminars at WISR

**Students have the option of participating in seminars in real time, with students and faculty on site, or by use of phone or computer/internet, making use of WISR's real-time conference service.**

**In April 2015, we began using an integrated video and audio web conference system at WISR, so that students, and faculty, from afar may participate in online, live real-time video conferences during most WISR seminars and events. We are using Zoom's services.** Zoom can be accessed by landline phone (audio only), cell phone or computer. However, students are strongly advised to use their computer for optimal viewing and use of their webcam. This immediately has given us the capacity to upgrade the current WISR learner services delivery system and expand the individual and community educational experience to include the following benefits and functionality:

1. **Web conferencing to better facilitate face to face classes and collaboration, even with some of our students and faculty residing at a distance from WISR**. With the addition of the media center WISR is now able provide access to learner-centered, face to face collaboration and dialogue, even with those of our students and faculty living in other parts of California, the US and occasionally around the world.
2. Upgrade facility capacity for the delivery of live media-based events, community think tank meetings and enhance live class presentation.

**All WISR seminars and official events are announced by email and on WISR's website, along with how to participate by use of Zoom.**

**Currently the following series of seminars are available on a monthly basis–with additional seminars offered from time to time:**
○      two, Saturday seminars, especially designed for MFT students, but open to all.

○        one, often two, interdisciplinary seminar addressing WISR's core meta-competencies, and providing students with opportunities to discuss and receive feed-back on their studies and projects that are in progress.
○        A monthly seminar on the uses of technology in learning and in professional and community leadership
○        Oftentimes, additional seminars, showing documentary films, holding writing workshops, and other special events of interests to students, alumni, faculty and the larger community.

**Faculty encourage and facilitate student efforts to create regular, as well as special, one-time, seminars and study groups on topics of interest to them.**

## Video and Audio Files of Some Seminars Available Online

**Videos and audio recordings (in mp4 format) are now available for many of our recent MFT seminars–in the Google Drive accessible to all WISR students and faculty.**

## Major Semi-Annual or Annual WISR Events

**Every Spring, there is an All School Gathering** with participation by many WISR students and faculty, as well as by some Board members, alumni and friends of WISR. This Saturday event lasts four hours and is a very enjoyable time for socializing and for sharing experiences and ideas.

Once a year, usually in the late Summer or Fall, WISR students come together from all over the U.S., and even from other countries to participate in **our three-day annual conference** of student presentations, discussions and socializing. Participation in this event is optional, but those students who travel to attend, even from other countries, have always enjoyed immensely their experiences at our annual conferences. The sessions of the annual conference are also available by phone and video conference.

# CHECKLIST OF ASSIGNMENTS FOR *MOST* WISR ONLINE COURSES

## Typical Course Assignments

**\*\*for more details go to: https://sites.google.com/wisr.edu/guide-to-wisrs-online-courses/home**

In designing our online curriculum, WISR faculty have attempted to follow a rather standard, recurring set of assignments for most (90%) of the WISR online courses.

First, a couple of added considerations (and at the end a few details about the items on the checklist). The assignments for each course are always listed on the "home" page for that course—although there is other content on the home page that may make it difficult to "see" all the assignments. Second, it's *crucial* that you be in regular communication with at least one faculty member who can help you to understand and remember what to do, and answer questions you might have, and provide you with direction.

1. **Module Assignments**
    - 
        - Discuss briefly two or three important insights and/or questions that came up for you in the readings and/or videos–write about 2 pages per module (includes what you learned about module learning outcomes—see below).
        - Module Learning Outcomes, write 1-3 sentences about what you learned in relation to each module learning outcome.

## 2. Online Forum Posts
For each module completed, you are to post a paragraph
    - in the online forum accessible on the "WISR Private Wall" in Google Currents
    - the paragraph must include a question or issue for others to ponder
    - also reply to another student's post

3. **Term Paper/Action-Research Lab/Project**
    - For courses that are three (3) semester units, or less, this may often not be an assignment in these courses, and may occasionally vary
    - For courses that are four (4) semester units or more, there is a term paper, and an action-research lab/project
    - The recommended writing length is noted on the course home page
    - Generally, you can do a term paper on any action-research project (e.g., interviews with others, and/or observations and involvements in community or professional setting, or perhaps gathering data from first-hand information about people obtained online, such as videos of the behavior and views of people, and/or films that directly portray people's behavior, not just documentaries "telling" about behavior
    - Pick any topic of interest to you so long as it can be related in some way to the course topic

- You must get faculty approval for your action-research lab/project, before starting it—for example, you may need to give people you interview an informed consent form to have them fill out and sign
- Note: some courses may give you a more specific term paper assignment—such as reflecting on what you learned in a course text
- About 75% of the time your term paper will be on your self-designed action-research project

## 4. Log of Collaboration

For all course work, keep track of your hours
- log hours of: your seminar participation, involvement in informal student study groups, informal interactions with other students or alumni (faculty and community people interactions alone do not count), and/or
- extra viewing of seminars from the videos available in the WISR Google Drive–must also do a short ½ page write up if you weren't at the seminar in real time,
- or one hour of credit for each extra post/reply combination on the online forum beyond the one required for each module
- Download the excel spreadsheet and use a "tab" at the bottom for each course.

## 5. Annotated Bibliography

Write a solid, long paragraph on each of, what you consider to be the most valuable, 4 to 8 articles you read, videos watched, and/or chapters read in a text (for clarity and variation of specific expectations in each course, refer to instructions and/or options for each course)
- often, you will find that you can make use what you've written for some of the module assignments; however, you will have to make revisions or additions to format the annotation properly, to include the citations in a professional format, and quite importantly to do added analysis and evaluation to relate the reading or video to course learning outcomes. (see point #3 below)
- ensure citations to books, articles, and documents are incorporated.
- in writing each paragraph, discuss what you learned in relation to one or two course outcomes.

## 6. Self-Assessment Form

Respond to the questions on WISR's Student Self-Assessment form by describing the main highlights of your learning activities, processes, and outcomes /accomplishments
- download this as a word file, and at the end of each course answer the questions on the form.
- for each question there is a suggested number of sentences for your answer to that question. With practice, you should be able to do each self-assessment form at the end of each course in an hour or two.

## 7. Self-Assessment by Learning Outcomes

Write a self-assessment of what you consider to be the main evidence of your learning in alignment with course learning goals/outcomes and two degree program outcomes.
-

- In relation to each course learning outcome, write one (1) solid paragraph for each–be specific and detailed enough that an outside reader can really visualize what you learned that makes your achievement of this outcome sound "convincing"
- Note: a few courses will have more than 6 to 10 course learning outcomes, and for these courses you will likely be asked to write about two outcomes or so, in each of about six learning goal "areas." Further, in some cases, it is indicated that the course learning outcomes are best summarized by the learning outcomes in one or two course modules, and in these cases, you will be referred specifically to those module outcomes.
- Note: the number of course goals or outcomes may differ, refer to course instructions, but
- Typically, there are six to ten course learning outcomes.

For degree program outcomes, write one (1) solid paragraph about what you learned in relation to just two of the program outcomes–the purpose here is for you to keep in mind, critically reflect on, and write about your progress on the "bigger picture" of degree program outcomes as you move through the program.

- Note: on the navigation tab at the top of each online course site, the second tab leads to "Overview: Goals, Outcomes."
- Please note and study the following! Below the course goals and outcomes, there is a fairly long list of DEGREE PROGRAM learning goals and outcomes. You should familiarize yourself with your degree program's learning goals and outcomes (to understand the orienting concerns for student learning in your degree program) and specifically, you should read and understand (and if need be, discuss with faculty) the articles about the Dreyfus Model of Expert Knowledge which has been used to help guide and design some of the degree program goals and outcomes. However, for the purposes of this assignment, you need to write about only two program outcomes (from the ten or so program outcomes listed at the bottom). You are to write one solid paragraph about what you learned in relation to just two of the degree program outcomes. Still, as you go through your studies at WISR, you are expected to be aware of the importance of all of these learning outcomes for your particular degree program. You will likely need to discuss this with faculty on an ongoing basis, and may well be asked to discuss progress on program learning outcomes in the oral exam.

## 8. Oral Exam
An oral exam with supervising faculty member
- verifies that you are the person who did the written work you submitted and that you understand what you submitted
- is an opportunity for in-depth critical reflection at the end of each course, on what you learned, what was challenging for you, and where you want to head next (e.g., which course or courses to pursue)
- is an opportunity for you to discuss what you have (and haven't yet) been learning in relation to each of the degree program learning outcomes.

## 9. Course Evaluation Form.

- o Respond to a questionnaire, evaluating course and estimating the amount of time you spent engaged in various activities for the course
- o The link for the questionnaire for each course is found toward the bottom of the home page for that course, under "assignments."
- o It should take only 5 minutes to fill out, and then you click the "send" or "submit" button, and that's it!

## A few tips!

1.  In many cases, the above assignments overlap, and it's ok if you use some sentences or paragraphs of your writing to address two (or in a few cases, three) of the above assignments. The important thing is for your writing to be relevant to what the assignment is asking for, and hopefully also somewhat meaningful to you. We want you to try to write in your own voice, and use straightforward language, and only use jargon when it is absolutely necessary (for example, when discussing some precise terms from the diagnostic manual or psychopharmacology). There is a lot of writing, but it is designed to be (hopefully) substantive and meaningful, even though some of it is to provide "evidence" that addresses how WISR, and our students, must be accountable to outside agencies—to prove that you really learned what you and we say you learned.

2.  Some students have found that it is useful to take notes as you read, and to have course and/or module outcomes right next to you—to keep those in mind while reading or watching videos. Faculty have found that it is helpful for students to become comfortable in writing imperfect drafts, so as to not inhibit themselves or delay in getting their "ideas out on paper." Feel free to give rough drafts to faculty to help you fine tune, when that's helpful to you. Ask faculty for frequent support, suggestions and feedback. Consider teaming up with one or even several other students, and work together on helping each other with writing. At WISR, it's also possible for two (or more) students to submit a collaboratively written document (especially a term paper on an action-research project—it's best for students to write their own self-assessments). When students submit a collaboratively written document, they are expected to write one or two paragraphs about their collaborative process and the role and contributions of each person in the collaboration.

3.  Please give us suggestions on how to rewrite and improve on this highlighting of WISR online course assignments, and the related explanations and tips!  Email any member of the WISR faculty, and especially johnb@wisr.edu(John Bilorusky, CEO) and gerrard@wisr.edu (WISR Chief Academic Officer.

# COMMUNITY INVOLVEMENT

WISR students are very resourceful in finding places for internships and community involvement that become integral to their studies and degree program at WISR. Many already have community-based jobs, and those seeking jobs or volunteer placements receive extensive informal help from faculty, fellow students, alumni, Board members and friends of WISR.

Although WISR does not provide formal job or internship placement services. WISR faculty help students to use their community involvements to set up learning projects that contribute to their course and degree program learning objectives and that meet some of the course requirements. WISR faculty are mindful of the importance of students making the most of the community involvements so that these experiences will contribute to course and degree program learning objectives.  Faculty do this by meeting regularly with the student to provide supervision and guidance—to help the student to discuss and critically reflect on what they are learning, on the problems and challenges they may be encountering, on the insights gained, and on next steps that can be taken to follow up from one week to the next on what the student is doing in their practical, community involvement setting. This is the case for all involvement, whether paid jobs or volunteer positions, or student-created action-research projects in some community or organization.

WISR MFT students have the responsibility to find and set up their practicum placements. They receive support and assistance from faculty, who also refer them to fellow students, alumni and professional friends of WISR, to aid them in networking and in identifying likely placements.

Because MFT students select the agency in which they will do their practicum work, each student can find a place that will optimally meet his or her needs and goals–taking into consideration the kind(s) of client population(s) with whom the student wishes to get experience, the geographic location of the agency, the convenience of the hours and days to be worked, and the style and personality of the person at the agency who will be supervising the student. Most MFT students spend several hours per week for two or three months locating and setting up their practicum. Over the years, all MFT students have successfully set up practica for themselves, and almost always at an agency where they have had extremely valuable experiences. Most practicum positions are for unpaid volunteers, but occasionally, students find paid positions.

## WISR Community Projects and Contributions

**Over the past 45 years, WISR has provided valuable community service through a number of projects headed by WISR faculty, students and alumni.** These projects typically make use of WISR's expertise in participatory, community-based approaches to action-research, to promote critically needed inquiry into community problems and engage the community in solutions. Here are a few examples.

•       In 1980-83, WISR was one of 80 postsecondary education institutions (out of over 2,000 applicants) to be **funded as a nationwide demonstration project by the US Department of Education's Fund for the Improvement of Postsecondary Education**. This project, and the

curriculum we developed during the project, provided the foundation for WISR's subsequent efforts over the years—**to educate nonprofit agency professionals in the teaching, learning and use of action-research in community improvement**.

• In 1985, we conducted a **major study of the needs of and problems confronting low-income elders living in downtown Los Angeles**—for the Los Angeles Community Redevelopment Agency.

• In the late 1980s, we conducted **projects involving groups of African American elders to improve community health**, contribute to community development decisions, and improve in-home care services.

• In the late 80s and early 90s, WISR received recognition for our much-needed **AIDS prevention education projects** among at risk groups of people, **in collaboration with members of local African American and Latino communities in the Bay Area.**

• WISR **assisted the Bay Area Black United Fund (BABUF)** in the planning and participatory evaluations of the first three African American Health Summits (2003, 2005, 2007), resulting in three "Black Papers" on the insights gained from those Health Summits. This was part of BABUF's **ongoing African American Health Initiative**.

• More recently, in the past ten years, WISR assisted **Neighborhood House of North Richmond** in training community-based interviewers as part of their Kaiser Foundation-funded project aimed at promoting Healthy Eating and Living in Richmond. In addition, WISR collaboration with Neighborhood House of North Richmond on the **participatory evaluation of their Youth Violence Prevention Project and their mentoring project.**

• WISR currently **provides assistance in program evaluation** to the Director of the City of Oakland's Foster Grandparent and Senior Companion Programs.

• Finally, but not insignificantly, **WISR continually contributes to community problem-solving with many other marginalized groups and community improvement agencies, through the learning projects of our enrolled students and the post-graduation endeavors of our alumni.** There are many, many such examples, but two areas are worth special note. First, in the State of California, less than 10 percent of the licensed Marriage and Family (MFT) therapists are from ethnic backgrounds other than European American. Yet, historically **50 percent of WISR's MFT students and alumni, all of whom go on to become licensed, are people of color**. Second, despite WISR's small size (about 30 students at a given time), three of our doctoral alumni are Native American, and one European American alum has focused much of her career on collaborative work with the Pomo people in Northern California. One of our alumni, **Dennis Hastings** was formerly a California resident, and returned to Nebraska to work with his people. **Soon after receiving his Master's degree from WISR, he founded the Omaha Tribal Historical Research Project (OTHRP). Subsequently, he and his colleague, Margery Coffee, at OTHRP pursued a collaborative doctorate at WISR, and developed curriculum materials on Omaha history and culture for use in their local schools, and they researched and wrote the 1,500-page definitive history of the Omaha people in the face of the European invasion, Grandfather Remembers. That dissertation was recently used as the key, definitive evidence in a case before the US Supreme Court regarding the sovereignty of the Omaha people, and resulted in a unanimous ruling in favor of the Omaha** (http://www.wisr.edu/2016/01/10/wisr-alumni-have-key-role-in-supporting-the-omaha-people-in-case-to-be-heard-by-us-supreme-court/).

# OPPORTUNITIES FOR STUDENTS TO COOPERATE ON COURSES AND PROJECTS

WISR actively encourages and facilitates cooperation between students. Indeed, two or more students may enroll together with the intent of pursuing their degrees collaborative–in total, or in part.

**At WISR, faculty actively encourage collaboration between students, in several ways:**

**1.      Faculty inform students when their interests may overlap with the interests of other current students, and alumni, as well.** If the student expresses the desire to follow up, faculty will facilitate students contacting one another.

**2.      If two, or more, students wish to collaborate in working on a course, independent study project, or even a thesis–discussing readings, and sharing research and writing responsibilities on the culminating paper or thesis, this is very permissible, and even enthusiastically encouraged.** Recently, two MFT students who got to know each other through the MFT seminars early in their studies at WISR, ended up doing over half of their MFT studies, including the MA thesis, as collaborative projects. They feel that they learned more this way, were able to support one another, and better sustain their momentum through the program by working together. Indeed, faculty believed that this also contributed to the especially outstanding research, reading and papers that the two students completed during their studies. WISR's only requirement for collaborating students is that each one writes their own "end of project" course syllabus form, and that they also write a paragraph or two on their separate and particular, individual contributions to the collaboration. Each student must of course do the quality and quantity of work expected for that course or thesis, and for to earn the number of semester units of credit granted. It is our experience that collaborating students almost always learn more, do more and are more deeply engaged than if they had studied by themselves.

**3.      In one instance, over five years ago, two students enrolled in the Doctoral program together with the intention of doing their entire program of studies together, which they subsequently completed with a high degree of satisfaction and outstanding results.** The two students had known each other, and collaborated, for over 10 years prior to enrolling at WISR. Their studies centered around their involvement with and commitment to the preservation, documentation and dissemination of the Omaha cultural history. Most of their pre-dissertation projects, as well as their outstanding dissertation, will eventually be published. Some of their accomplishments are already being used in educational innovations and community development initiatives in and near the Omaha reservation in Nebraska. One of the colleagues is an Omaha man, who founded the Omaha Tribal Historical Research Project (OTHRP), which is designated by the tribe as the cultural authority of the Omaha people. The other colleague is a European American woman, with strong previous experience in expertise and art and writing, and with a history of having insightfully and respectfully learned about the ways of the Omaha and their history. They

combined their special expertise in ways that truly resulted in the "whole being greater than the sum of its parts." In this case, the students were from very different cultural backgrounds and even had different (but occasionally overlapping) interests. At WISR's recent 40th Anniversary Celebration, Margery Coffey gave a testimonial on how WISR's encouragement of this sort of collaboration enabled Dennis Hastings and herself to not only obtain their doctoral degrees, but also to make important contributions to the Omaha people, their communities and the preservation of Omaha culture. They have asked us to share Margery's presentation.

**For interested students, WISR faculty often conduct a seminar, as a group coaching session, each month—where students can come together with one or two faculty, to discuss their learning process, accomplishment and challenges, in order to get support and guidance from other students and faculty. These group learning and coaching sessions are available on-site and simultaneously by video conference and telephone conference call to students in all geographic areas.**

**These group collaborations and coaching sessions are in addition to, not instead of, the personalized advising sessions with faculty.** This provides yet a further dimension to the support for student learning at WISR, and it contributes to more students discovering ways to collaborate with one another on their WISR learning projects and studies.

Note that this emphasis on collaboration is in contrast to the tendency in some academic institutions to set students against each other in competition for the "best grades" or to see getting help from others as "cheating." Note also that the most advanced, creative inquiry in the sciences and in most fields for that matter, is today pursued by collaboration among individuals wording together on multidisciplinary teams. The diverse perspectives provided by a team of individuals with varying life experiences and ways of looking at things are often very, very valuable to creative accomplishments and major breakthroughs in most fields.

# WISR LEARNERS SPEAK

## WISR Learners Speak

**We often receive updates on the career and community leadership accomplishments of WISR students and alumni, and WISR's role and contributions to their learning and endeavors. Below are just a few of the recent comments we have received from former WISR students about the value of their studies at WISR:**

**Kence Anderson, MS in Education and Community Leadership student.** Kence Anderson (B.S. Mechanical Engineering, UC Davis, 2003) had been familiar with WISR for many years; his great aunt was a faculty member, and his great uncle is on the board. He even worked down the street from WISR at an Artificial Intelligence (AI) startup company in Berkeley. One day, when picking up his uncle who was in town for a WISR Seminar, he met WISR co-founder John Bilorusky. He recalls: "When asked what I'd been doing lately for work, I was reluctant to share about my work in AI. WISR is a serious social justice institution and I didn't want to bore them with talk of AI science details. Well, it turns out I was wrong. We had the most engaging conversation about my work, and I left WISR with books, inspired to read social science research that I had never previously heard of." It turns out that social science research and teaching methods have a lot to do with AI and perhaps AI can further social justice initiatives through teaching. Kence leads a collaboration between Microsoft and WISR to explore how teachers can use artificial intelligence combined with games to engage and empower underserved and marginalized students. That Berkeley startup down the street from WISR was acquired by Microsoft in 2018, and Kence is a Principal Program Manager, Machine Teaching Innovation at Microsoft tasked with researching and testing teaching methods that build safer, more explainable AI that is primarily used to help humans acquire and master skills more quickly. He credits his work at WISR directly for this promotion and in fact his new role was created for him in large part, due to a novel teaching framework that he developed at WISR. His work at WISR, which extends research that WISR has built on for decades, is influencing Microsoft products and laying a foundation for future social justice initiatives. In July 2020, Kence rallied Microsoft colleagues to write code that will be used to support these efforts at the annual Microsoft Hackathon. One of the largest hackathons in the work, Microsoft donated the code to WISR as part of its Hack4Good program. You can find out more about the project here: https://garagehackbox.azurewebsites.net/hackathons/2107/projects/90996). "Without the social research, teaching methods and personalized program that I'm getting at WISR, I'd never be in the position that I am currently in: to do such exciting cutting edge research, and map out a framework for how to use that research for tangible social good. After a year in the program, we're just getting started but thanks WISR for what you've built!"

**Dr. Mohammed Ibrahim** has received several advanced degrees from other institutions in Europe and Africa prior to enrolling at WISR. He is currently on leave from WISR, in the midst of his doctoral studies here. He has offered this update on his work, including a link to a pdf file of a power point presentation he gave in 2013 on Reforming the Nigerian oil and gas sector. He writes:

"Years ago, in my search for an institution where I could carry out my doctoral study of a nature that will add value to human society in a practical manner rather than the conventional empirical studies of theoretical nature. I stumbled on WISR whose focus is on higher scholarship geared towards effecting social change. I immediately enrolled and over the years have carried out several doctoral seminar projects with specific impacts on my immediate environment and constituents. Specifically, the outstanding one has been that which extensively analyzed the impact of deleterious technologies (specifically the two–stroke engine) employed by the indigent populace in Nigeria for survival and the effects of such on their health safety and the environment. Consequent upon the research and the advocacy embarked upon thereafter, the Government of Nigeria announced the ban on some of the equipment propelled by such technology. It was truly satisfactory to see the outcome of such an effort which clearly was due to the WISR spirit, the superintendence of the President of WISR Dr John Bilorusky and the support by the various faculty and other members of the WISR community. The WISR philosophy of higher education for social change has been the driver behind this thought process and achievement and this is what the world needs for a true transformation. May the Lord Bless WISR. Dr. Mohammed M Ibrahim"

**Uwe Blesching received his Bachelor's, Master's and Doctoral Degrees at WISR.** He is now an active writer and educator of health professionals and lay people. Since finishing his doctorate, he has written the following three books, which are the foundation for many of his public speaking engagements. His most recent two books:

Breaking the Cycle of Opioid Addiction: Supplement Your Pain Management with Cannabis
https://www.northatlanticbooks.com/shop/breaking-the-cycle-of-opioid-addiction/

The Cannabis Health Index: Combining the Science of Medical Marijuana with Mindfulness Techniques to Heal 100 Chronic Symptoms and Diseases
https://www.northatlanticbooks.com/shop/the-cannabis-health-index/

In addition, while completing his doctoral studies at WISR, he made a documentary film on the life and work, of the famous Chilean poet, writer, scholar and activist, Dr. Fernando Alegria (former Chair of the Spanish and Portuguese Department at Stanford University, who was also on WISR's Board our first 15 years. Dr. Alegria passed away in 2005, and was able to attend the opening of the film shortly before his death. The film has since been shown at many international and Latino film festivals and can be purchased at: http://chiptaylor.com/fernando_alegria2.html

Uwe has this to say about WISR: "One of the more practical reasons I chose WISR was because of its focus on qualitative research methodology. Once mastered, it allowed me to explore vast amounts of information from various disciplines and distill it down to where specific trends and unique data emerged, which in turn have real and practical consequences for health care providers and the unique patient populations I specifically write for. Without that skill set, I don't know how I would have been able to write three books on the topic and become a regular contributor to the new and emerging field of cannabinoid health sciences."

**Monika Scott-Davis, MA, LMFT**, has 7 years if experience in the field of mental health and social services. She has worked with youth in the foster care system, and seniors striving to maintain their independence in their homes and community. Ms. Scott holds a Master's in

Psychology with an emphasis in Marriage and Family Therapy from Western Institute for Social Research in Berkeley, California, and while working on her WISR Master's, she pursued and completed, a second Master's in Gerontology from San Francisco State University. Ms. Scott's thesis for her Masters' in Psychology focused on the issues and unmet needs of foster youth as they "age out of the system." For her PhD studies at WISR, she continues to work on that important and needed area of concern. After finishing her WISR Master's, Ms. Scott was employed with Adult Protective Services as a social worker with the county of Alameda as an intake social worker and a field investigator. As an adult protective service worker Ms. Scott responded and evaluated situations involving adult abuse, neglect, or exploitation. The goal was to institute a corrective action and arrange social services for clients.

Ms. Scott is currently (since August 2016) employed with Center for Elders' Independence as a psychiatric social worker. Center for Elders' Independence, CEI is a PACE model program. The PACE model stands for Program of All Inclusive Care for the Elderly. CEI is a multi-disciplinary program for seniors designed to meet the needs of nursing home eligible seniors and allow them to maintain their independence in the community. As a Licensed Marriage and Family Therapist, Ms. Scott works with participants who have a diagnosed mental health condition. Ms. Scott is currently a guest lecturer at San Francisco State University's Department of Gerontology. Ms. Scott is teaching an introductory course to the Masters' program, which highlights the aspects of aging in today's society.

Ms. Scott credits her educational experience at Western Institute for Social Research for giving her the tools to hear and preserve the voice of the clients she works with. The techniques of action research have allowed her to implement client-centered interventions that proved to be more successful with youth and seniors.

**Margery Coffey, PhD and Dennis Hastings, PhD.**, At WISR's recent 40th Anniversary Celebration, Margery Coffey gave a testimonial on how WISR's encouragement of this sort of collaboration enabled Dennis Hastings and herself to not only obtain their doctoral degrees, but also to make important contributions to the Omaha people, their communities and the preservation of Omaha culture. They have asked us to share Margery's presentation.

**William Heineke, PhD.**, In his WISR dissertation, Bill developed a model for multidisciplinary professional teams concerned with the prevention and treatment of child abuse. . . . Bill's letter to WISR (January 2019): "Giving you a bit of an update with some surprises coming totally unexpectedly. I was the recipient of three awards. One was a Health Care Provider of the Year given by the Campbell County Health Care Foundation. The second was the Legend Award by my employer, Campbell County Memorial Hospital. The third was one of 'Ten Who Made a Difference' award by the Gillette News Record. Enclosed are copies. The work/research I did at WISR was a major contribution to helping with children. The treatment manual I did at WISR I presented at a conference–for early interventions with children. I learned six months later–I gave the manual at the conference (and) they were used to start programs in New Zealand and Ohio. My WISR experience is one I continue to rely upon as a strong source of strength and continued worth in the field. Warmest Regards, Bill Heineke"

**George Catlin,** **MFT alumnus**. George is a former College Professor of Psychology, and he writes, "After retiring from teaching, I wanted to take up clinical work. At WISR, students studied at their own pace—fast, in my case. I now work part-time in my county's behavioral health division."

**Suzie Rudloff,** **MFT Aluma.** A journalist for 20 years, I wanted to change careers and I couldn't stop working to do that. At WISR, I could study anywhere. I now have a private practice with a full client load."

# DISTANCE LEARNING

## STUDY AT WISR FOR PERSONS LIVING OUTSIDE THE AREA

Although many WISR students live in the Greater San Francisco Bay Area, all of WISR's degree programs and courses are available by online learning from a distance. WISR students living nearby can participate in seminars on site at WISR and meet with faculty face to face at WISR's learning center in Berkeley. All seminars are also available by phone and video conference over the internet. Over the years, we have found that most students admitted from outside the Bay Area do exceedingly well in our programs. *We provide significant, and regular, individualized, real-time instruction to students from outside the Bay Area, similar to the ways we are able to work with local students nearby, except that we make extensive and regular use of video conferences over the internet and by phone conference calls instead of face-to-face meetings. In addition, local students also sometimes prefer to participate by phone conference calls or video conferences over the internet.*

Students living throughout the US, and even in other countries around the world, are able to pursue academic degrees at WISR **through regular phone and video conferences with faculty, participation in our online courses (all WISR courses are available online, and also conducted with regular one-on-one support and guidance from WISR faculty), and, if they wish, by occasional visits to WISR to participate on site in seminars and to meet with faculty and other students.** Students studying from a distance not only participate in online learning, but are actively engaged in real-time dialogue by accessing seminars and meetings by phone or over the internet with real-time video conferences, as well. Students and faculty on site at WISR and those students on their phone line or computer/internet, off site, are able to interact and discuss issues, ideas and questions with one another.

**Regular faculty feedback to students is also communicated online at a distance, with faculty engaged in diligent reading of student comments, posts, questions, reviews of books, and drafts of papers. Faculty respond thoughtfully and in a timely fashion.** Faculty make every effort to give students rapid feedback on their writing comments and drafts of papers and theses. Typically, faculty give students feedback on papers that are 20 pages or less, within 7 to 10 days. Faculty may need as much as three to four weeks to read and give feedback on longer papers, and especially on drafts of theses and dissertations. Faculty are available to set up hour-long conferences with students, either face-to-face, or by phone or video conference once every week or so, or more often, when requested by students. Generally, it is best to set up appointments a week in advance, so students can coordinate their own schedules of availability with the openings in the faculty member's schedule.

**Student engagement in learning with other students is considered to be exceedingly important. Students are encouraged and assisted to form student study groups, and to engage in collaborative projects. Students are expected actively and regularly participate in online forums and in seminars.**

Here are examples of some alumni and current students who have studied, or are studying, from great distances from the Bay Area . . .

- One WISR Doctoral alumnus is **a tenured professor of law in Boston, who pursued a PhD at WISR to enhance and broaden his career involvements**. As an Asian-American, he has served on community task forces which are fostering community dialogue to further multi-culturality in the greater Boston area. His PhD studies focused on his **specialization in labor law and workplace bullying, as well as his special interest in the role of intellectuals in promoting progressive social change**.
- A former doctoral student is **a Nigerian** who used his studies at WISR to further **social policy research aimed at redistributing the wealth from Nigerian oil resources to benefit impoverished communities there.**
- A recent Doctoral alumnus is **originally from Cameroon**, and while doing his WISR doctorate, **was working in Bangladesh and as Chair of the Department of Vocational and Technical Education at the Islamic University of Technology (IUT).** His studies at WISR were focused on evaluating and improving the technical education skills and knowledge of IUT's students who were planning to return to one of the over 50 countries represented among IUT's student body.
- **A faculty member at the University of California, San Diego, now retired, who specialized in multi-cultural education**, teaching reading and writing to young children, and the creation of support systems for minority teachers.
- The **historian for the Omaha tribe**, who, while living in Nebraska, successfully obtained his MA at WISR with his studies focusing on cultural preservation projects growing out of his work with his tribe and with anthropologists, educators, public officials and the general public. Subsequently, he and a colleague of his in a neighboring community, collaborated and completed their doctorates at WISR, while working on a number of projects including their dissertation which was an in-depth history of the Omaha people from an Omaha perspective.
- A **professor of "English as a Foreign Language" in Japan** who was very involved in a number of facets of cross-cultural education. His Doctoral studies at WISR furthered his professional writing, including a paper on "Ethnographies of Learning" presented at the 1997 TESOL Conference in Orlando, Florida. His dissertation was concerned with researching and articulating a critical approach to learning and teaching culture, based on the study of "English as a Foreign Language" classrooms in Japan.
- Several former and current doctoral students are **licensed therapists living in such locales as Colorado, Hawaii, Germany and Seattle, who have pursued advanced work in the treatment of a wide variety of trauma survivors, and in the training of therapists and other professionals** who work with people recovering from various forms of trauma. These therapists have often studied the use of somatic and movement approaches to therapy in conjunction with verbal approaches. Some have been concerned with neurological and physiological, as well as spiritual, aspects of healing.

# Limitations on Enrollment of Out of State Students

Since the State of California is the only state in the US that has not signed the National Council for State Authorization Reciprocity Agreements (go to http://nc-sara.org/ for more details), WISR cannot offer its distance learning programs to students living in most other states of the US. There are a few states whose residents may enroll at WISR, since WISR does not have a physical presence in those states and does not advertise in those states. Because of our small size, it is not economically feasible for WISR to seek the necessary state authorization from each state in which a prospective student resides. ***Those from other states who are interested in enrolling at WISR should contact us to find out if their state is one of the states for which WISR would be allowed to provide distance education to students.*** Those from other states who wish to do studies at WISR on site, in the Bay Area, rather than from a distance, are welcome to explore this option as well. **WISR is able to entertain inquiries from prospective students living in other countries, since this interstate reciprocity agreement does not apply to students from other countries.**

## Admissions Requirements and Teaching-Learning Process

Like all students admitted to WISR, applicants from outside the Bay Area discuss WISR's program and their own goals, interests, and backgrounds with a core faculty member. The application process involves extended telephone conversations and/or video conferences, letters of recommendation, and the applicant's written statement about her or his interests, plans, and the kinds of learning and community action in which s/he has been involved. **The application process will also assess whether or not the prospective distance student has the skills and resources to be successful in their intended WISR degree program:**

***Students living outside the Bay Area are expected to have the technological resources (regular, well-functioning internet access, especially), and the self-motivation, to maintain regular online, and phone or video conference contact with WISR faculty, and to participate in seminars from time to time***. See Section on **Admissions.**

Students are strongly encouraged, but not required to visit WISR, to participate on site, for two or three days each year, whenever they can. Each student constructs an individualized program of study with WISR faculty help, in conjunction with pursuing the courses required for the degree program in which they are enrolled. Frequent telephone conversations, or video conferences, and exchanges of e-mails, comments online, book reviews, and drafts of papers with WISR faculty are used to communicate about the student's learning goals, coursework in progress, readings, job-related work of current interest, and other topics related to the student's learning. This regular feedback helps to give students support, stimulation, constructive criticism, and intellectual foci for their professional and academic activities. All students must provide rough drafts of papers to WISR faculty, so that they can receive specific suggestions for refining their ideas and improving their writing skills. Regular telephone conversations are used to discuss students' difficulties and frustrations, brainstorm about possible work/learning projects, and maintain student-faculty contact.

**More information on Admissions**

# Students Can Participate in Seminars by Tele-Conference from a Distance

**All WISR seminars are available both by telephone conference call, and online video conferences, in real time.** Sometimes, these seminars are supplemented by web-based online sharing of documents and notes in real-time. Students and faculty on site at WISR and those students on their phone line, or who have accessed the meeting by video conference over the internet from afar, are able to interact and discuss issues, ideas and questions with one another.

**Foreign Students—No ESL Instruction, no I-20 status available, but assistance in obtaining permission to visit:**

WISR does admit students from other countries. However, WISR does not provide English as a Second Language, or English as a Foreign Language, instruction. All instruction, *and all recruitment of students,* is conducted in English. Some students who are not native English speakers, but who are fluent in English, have enrolled and successfully completed programs at WISR.

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction may be considered for admission at WISR, if they demonstrate college-level proficiency in English through one of the following for admission:

1. Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)
2. First Professional Degree or Professional Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
3. A minimum score on the College Board Accuplacer ESL Exam Series as follows: ESL Language Use: Score of 85 ESL Listening: Score of 80 ESL Reading: Score of 85 ESL Sentence Meaning: Score of 90 ESL Writeplacer: Score of 4
4. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
5. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
6. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary

of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree, first professional degree, or professional doctoral degree.

**Students whose native language is not English and who do not meet the above requirements may NOT be admitted provisionally. They must meet the above standards.**

WISR's admissions process helps all prospective students to assess their skills, learning needs and interests, and aids faculty and the prospective student in determining whether or not WISR can meet his or her educational needs.  Enrollment at WISR does not provide foreign students with I-20 status (i.e., WISR students do not qualify for foreign student visas.). However, WISR has and will vouch for a student's enrollment status and verify that WISR requires all students studying from a distance to visit WISR for a few days every year or so. By so vouching and verifying, WISR is usually able to assist foreign students in obtaining permission to visit the United States for a brief period, for this purpose.

# WISR POLICY ON ACADEMIC FREEDOM

WISR affirms the principles stated in the "1940 Statement on Academic Freedom and Tenure" by the American Association of University Professors (http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm). In particular, WISR affirms the importance of mutual respect to the inquiry that is so important to academia in general and to WISR in particular.

WISR places an emphasis on encouraging students and faculty to use inquiry in conjunction with action—in identifying and seeking to address community problems and needed directions for social change. We further respect each learner's essential right to engage in free, uncensored inquiry. Of course, we also acknowledge that inevitably there will be disagreements among learners as to what inquiry should be conducted, what actions should be pursued, and on occasion even what core values should inform our work. At WISR, in the spirit of academic freedom, these differences are welcomed, and viewed as opportunities for further inquiry—indeed, ideally advancing collaborative inquiry among learners at WISR. They must not be cause for repudiation or retaliation.

Consistent with AAUP principles, WISR learners are free to express their opinions and conduct research without fear from institutional censorship or discipline, both within WISR and in the public arena. They also may identify themselves by their affiliation with WISR, with the only proviso being that they not suggest, implicitly or explicitly, that they are speaking on behalf of the institution.

# DEGREE PROGRAMS

**All of WISR's California State-licensed degree programs aim to prepare our students for successful and productive professional careers, community leadership and/or civic engagement in a multicultural world, and for personally meaningful lifelong learning. More specifically, WISR provides personalized, learner-centered education for meaningful, transformative learning, and in building bridges to the most important things that the student wants to accomplish next in his or her professional career and/or in the community. All WISR degree programs aim to promote student development, and achieving learning goals and objectives in the following <u>core areas of learning, competency, and accomplishments:</u>**

**Developing skills as a self-directed learner, including becoming a conscious, intentional and improvisational learner:**
● **Gaining expertise in methods of participatory action-research**
● **Developing a multicultural, inclusive perspective**
● **Making connections with the bigger picture and inquiring into ways of creating change for social justices, greater equality and environmental sustainability**
● **Learning to communicate clearly with one's audiences, in one's own voice, and on topics that matter to oneself, and learning to collaborate with others**
● **Developing the capability of pursuing employment opportunities and/or community involvements, appropriate to one's capabilities, experience and interest**
● **Becoming knowledgeable in one's major field of study and in one's particular area(s) of specialization.**

## MS in Education and Community Leadership

This program prepares students for jobs, careers, and/or paid or volunteer community involvements in positions of community leadership and innovation in non-profit agencies, small businesses, grassroots organizations, and as self-employed activists and consultants. This program may also meet the needs of innovatively-minded people who want to be prepared for jobs, careers, and/or paid or volunteer community involvements in improving one or more aspects of education—from pre-school through high school to higher education, and also including adult and community education. This program is especially suited to students who are interested in promoting the development of learner-centered forms of education and/or in the role of education in working toward social changes for justice, sustainability and multiculturalism, either inside and outside of established schools and other educational institutions. The program is not designed for those seeking careers and jobs that require teachers' credentials or school administration credentials or that require an accredited graduate degree. Graduates of this program may aim to seek employment in non-profits, some alternative private schools, nongovernmental organizations, or to start their own organizations or become self-employed. Graduates of this program may also aim to bring about changes and reform in communities and organizations, and to start their own programs and initiatives–in working toward social changes for justice, sustainability and multiculturalism through community and organizational leadership. This program requires 36 semester units of graduate study, including required course work and individualized study, most

of which is in the interdisciplinary field of community leadership and justice. This program includes much of the content and objectives from WISR's now discontinued Master's in Education and Master's in Human Services and Community Development. [More]

## MS in Psychology, Marriage and Family Therapy

**This program is specifically designed by WISR, and approved by the State of California's Board of Behavioral Sciences (BBS) to prepare students to obtain the State's Marriage and Family Therapy (MFT) License and the State's Licensed Professional Clinical Counselor (LPCC) License.** Upon the completion of this degree program (including as an option, some extra, required coursework for the LPCC), students must obtain the necessary number of hours of supervised internship experience and pass the State-required licensing exams, in order to obtain the MFT license, and if they choose as an added option, the LPCC license. This program prepares students for successful private counseling practice as an MFT and/or LPCC, and for professional practice in non-profit community agencies as well as in some public agencies, educational institutions and health organizations. This program requires 60+ semester units of study in areas designated by the State of California for these licenses, and incorporates both State-mandated content and individualized studies. [More]

## EdD in Higher Education and Social Change

This is an exceptionally innovative and extremely distinctive program of advanced, interdisciplinary and personalized studies, and it aims to prepare students for positions, careers, and/or significant volunteer work in leadership and creative change through adult and higher education—for example, in the advanced education of professionals, adult continuing education, parent education, lay and community education, life coaching and relationship coaching, adult literacy, foreign language instruction, and global and international education; as instructors and faculty in colleges and universities, in working on curriculum development and reform in adult and higher education, the education of special populations with special needs, and the use of the internet, multimedia and mass media for education. This program is especially suited to students who are interested in the role of education in working toward social changes for justice, sustainability and multiculturalism, both inside and outside of established institutions of higher and adult learning. Graduates of this program may aim to seek employment in non-profits, schools, businesses, colleges, professional associations and educational groups, nongovernmental organizations, or to start their own organizations or become self-employed. This program requires 45 semester units of doctoral level, predissertation study, with a combination of required coursework and personalized studies, followed by a dissertation (15 semester units).This innovative, emerging field of professional study is individualized and interdisciplinary in nature, with each student carving out one or more specializations related to education, psychology, social sciences, community services and development, social and intellectual activism, or related fields of study. The student's pursuit of these specializations is mindful of the ways in which student learning and accomplishments can contribute to the education of others (professionals, scholars, and/or lay people) and to broader social change, as well. [More]

# Discontinued, Previously Offered Degree Programs and Status of Students in Those Programs

*Students enrolled prior to February 1, 2015 have been grand-parented into the requirements and learning methods at the time of their admissions.*

**PhD in Higher Education and Social Change:** Since June 1, 2013, WISR has admitted all new doctoral students to this EdD program, while previously enrolled doctoral students complete their PhDs in Higher Education and Social Change. We made the decision to switch the PhD program to an EdD program to enable us to explore the possibility of seeking national accreditation with an agency approved to accredit professional doctoral degrees. For PhD students enrolled prior to June 2013, the predissertation requirement is 42 semester units, followed by a 12-semester unit dissertation. Previously enrolled PhD students must re-enroll by September 1, 2015, in order to earn a PhD, and to do so under the previous requirements.

**MA in Psychology (MFT, LPCC).** This program has been changed to an MS in Psychology, still leading toward the MFT and LPCC licenses. Other changes are modest changes in the course syllabi. Continuing students will be strongly encouraged, but not required, to follow the new course syllabi. Students re-enrolling in this program after a period on leave will be required to follow the new syllabi.

**MA in Psychology (non-MFT).** The MA program in Psychology for 32 semester units (then more recently for 36 semester units), not leading toward the MFT license, has been discontinued. Previously enrolled students may complete this program by re-enrolling by September 1, 2015, *or depending on the content of their thus far completed studies,* they may receive transfer credit toward the most appropriate one of WISR's currently offered MS degree programs.

**MA in Social Sciences**. The MA program in Social Sciences for 32 semester units (then more recently for 36 semester units) has been discontinued. Previously enrolled students may complete this program by re-enrolling by September 1, 2015, *or depending on the content of their thus far completed studies,* they may receive transfer credit toward the most appropriate one of WISR's currently offered MS degree programs, most likely the MS in Community Leadership and Justice.

**MA in Education.** The MA program in Education for 32 (then more recently for 36 semester units) has been discontinued. Previously enrolled students will be automatically enrolled in the MS in Education program, and those re-enrolling after September 1, 2015 will be subject to the new requirements for this MS in Education.


**For the information of students enrolled in discontinued degree programs, you may wish to consult the WISR CATALOGUE as of May, 2014.**

**WISR offers enrollment to new, entering students in the following California State licensed degree programs*:**

- **MS degree in Education and Community Leadership, with two program tracks: 1) Education and 2) Community Leadership and Justice;**
- **MS degree in Psychology that meets that State of California's academic requirements for the Marriage and Family Therapy (MFT) license and the Licensed Professional Clinical Counselor (LPCC) license;**
- **EdD in Higher Education and Social Change**—45 semester units of pre-dissertation study, followed by a dissertation (15 semester units)—individualized and interdisciplinary studies in an innovative, emerging field, pioneered by WISR over the past 40 years, with each student carving out one or more specializations related to education, psychology, social sciences, community services and development, social and intellectual activism, or related fields of study. The student's pursuit of these specializations is mindful of the ways in which student learning and accomplishments can contribute to the education of others (professionals, scholars, and/or lay people) and potentially to broader social change, as well.

# MS in EDUCATION AND COMMUNITY LEADERSHIP

*In Fall of 2015, WISR merged the MS degree in Education with the MS degree Community Leadership and Justice, into one degree: MS in Education and Community Leadership.

The following sections on this degree program are as follows:

## Mission of MS program in Education and Community Leadership and Justice

**This program prepares students for Leadership in Education and for Community Leadership roles concerned with both social justice and the importance of learner-centered education.**

## Community Leadership:

This is an exceptionally innovative and extremely distinctive program of graduate level and personalized studies, and it aims to prepare students for positions, careers, and/or community involvement in community leadership and creative change–in the professional fields of human services and community development. This program is also well-suited for those wishing to act as community leaders and change agents in small businesses, grassroots community organizations, and activist groups, and as self-employed or retired engaged citizens. WISR students are strongly motivated people, who find WISR's learner-centered methods well-suited to their needs and purposes, and who are confident that WISR can help them to achieve a high level of expertise in action-research and in their chosen field(s)—in community leadership and/or education, and their particular areas of professional practice.

This program, like all of WISR's educational programs, is suited for learners with many different types of future goals, including but not limited to:  changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, or making contributions to others and to the larger community as an unpaid expert drawing on one' professional knowledge, skill and talents.

WISR's MS in Education and Community Leadership is aimed to meet the needs of innovatively-minded people who want the responsibility and opportunity to serve as leaders in educating and joining with others to improve their communities, and to do so, while being mindful of such "bigger picture" concerns as social justice, sustainability, and multicultural and class inclusiveness in decision-making. Special emphasis is given to the role of education–particularly to strategies of adult and community education, in leadership and working with others to bring about constructive changes. Over the years, WISR students, aiming to prepare or further develop themselves as community leaders, have focused on such issues as: improved health education and access to address health disparities, the unmet needs of low-income elders, the challenges facing youth who age out of the foster care system, violence prevention and gang reduction, the potential of urban farming, Native American rights and cultural preservation, the significant and remaining

challenges to achieve equality and civil rights for marginalized groups, workplace bullying, gender inequality, domestic violence, mass media and racial discrimination, prison reform, racial profiling, and community economic development, among others. Sometimes, WISR students focus on one or more aspects of education—from pre-school through high school to higher education, and especially adult and community education. WISR has attracted creative, dedicated learners concerned with local, as well as national and global, problems and solutions. Across these various interests, many WISR students, and faculty, have worked in different communities, in different types of organizations, and with people of many varied ages, ethnic groups, interests and commitments. Across these various involvements, there have been some recurring themes: the importance of working on the immediate tasks as well as the "bigger picture," finding ways to create constructive solutions rather than merely reacting to the prevailing constraints, and developing an awareness of and commitment to diversity and to multicultural inclusiveness.

WISR's MS Education and Community Leadership and Justice is well suited to those interested in becoming skilled and sensitive leaders and community educators, devoted to solving local and immediate problems, while also working for the longer-term, larger social changes. The program can be valuable for people pursuing careers in non-profit community agencies, small businesses, activist and grassroots organizations, international NGOs, and as self-employed or retired engaged citizens. In particular, *WISR encourages people to apply whose purposes and interests re within the interdisciplinary scope of this MS program, and who are aiming to develop distinctive career niches for themselves.*

## Educational Leadership:

This program also aims to prepare students for positions, careers, and/or community involvement in leadership and creative change in the field of education. WISR students are strongly motivated people, who find WISR's learner-centered methods well-suited to their needs and purposes, and who are confident that WISR can help them to achieve a high level of expertise in action-research and in their chosen field(s)—in community leadership and education, and their particular areas of professional practice.

This program, like all of WISR's educational programs, is suited for learners with many different types of future goals, including but not limited to: changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, or making contributions to others and to the larger community as an unpaid expert drawing on one' professional knowledge, skill and talents.

WISR's MS in Education and Community Leadership is aimed to meet the needs of innovatively-minded people who want to improve one or more aspects of education—from pre-school through high school to higher education, and also including adult and community education. Quite importantly, this program also aims to develop educators who are able and inclined to assume the role of community leaders as part of the "bigger picture" of their roles as educators. WISR has attracted creative, dedicated learners concerned with such varied topics as second language instruction, the preservation of indigenous language and culture through education, continuing education for professionals concerned with such specific topics as workplace bullying, the development of labor-oriented studies in school curricula, the development of ethnic studies

curricula and more culturally inclusive studies of history, the role and importance of play in early childhood education, methods for training therapists who wish to combine somatic and verbal approaches in working with survivors of major forms of trauma, the development of educational programs for people in prison, to those educators, other professionals, and other citizens aiming to make an impact on the field of education, improving vocational and technical education curricula in an institution serving students from many countries from all over the world, providing education in methods of non-violent communication for adults in various different cultures, among a host of other important and distinctive concerns with educational innovation and improvement. Across these various interests, many WISR students, and faculty, are often committed to the importance of improved multicultural education, and the use and further development of learner-centered approaches to education.

WISR's MS program track in Education is well suited to students who are interested in promoting the development of learner-centered forms of education and/or in the role of education in working toward social changes for justice, sustainability and multiculturalism, either inside and outside of established schools and other educational institutions. The program is *not* designed for those seeking careers and jobs that require teachers' credentials or school administration credentials or that require an accredited graduate degree. Graduates of this program may aim to seek employment in non-profits, some alternative private schools, nongovernmental organizations, or to start their own organizations or become self-employed. *WISR encourages people to apply whose purposes and interests re within the interdisciplinary scope of this MS program, and who are aiming to develop distinctive professional career niches for themselves.*

## Program Goals, Learning Outcomes, and Measures for Students in the MS in Education and Community Leadership

## Mission and Context

Program goals are guided by several important considerations:

1. WISR's MS in Education and Community Leadership program goals, outcomes and curriculum is guided by WISR's institutional vision to be a "hub for community-based, social-action organizations and leaders that use higher learning and adult education to bring innovative theory into action for positive social change."
2. In addition, the MS in Education and Community Leadership program goals, outcomes and curriculum is guided by WISR's mission values and the learning "meta-competencies" that are derived from that mission and values—that is, self-directed learning, action-oriented inquiry, multiculturalism, social justice, effective communication and collaboration, and the value of using one's studies to build bridges to the future) further augment the State's requirements and expectations.
3. Finally, in implementing the program goals through program outcomes, course outcomes, module outcomes, and measures, indicators, and evaluation rubrics, we draw on the first two areas of consideration, and also on the knowledge gained through WISR's history of offering academic degree programs for community leaders and innovative educators wishing to bring about improvements in schools, organizations, local communities and the

larger society. This knowledge is augmented by the collective academic and professional experience and knowledge of WISR's faculty.

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# Program Goals

1.Develop capable and innovative leaders who can make valuable contributions to schools, colleges, professions, community-based programs, local communities and/or the larger society. These learners will be able to:

2. Develop, Evaluate and Apply knowledge of theories and practices of leadership, in organizational and school settings, in grassroots community work, and in efforts toward larger societal changes toward greater justice and the promotion of diversity and inclusiveness.

3. Develop among those aiming to be effective leaders and innovators in community organizations and schools, and in local community settings, as well as in the larger society, *"competent" knowledge and skills*, as defined by the Dreyfus Model of Knowledge and Skill Development* [see bottom of this section]. That is, using from the perspective of the Dreyfus Model, develop the knowledge of a "competent" expert within the domain of leadership.

4. Understand, evaluate, and apply a variety of theories, key concepts, evidence-based findings, and practices pertaining to the interdisciplinary domain of educational and community innovation and leadership, as indicated by an understanding of the strengths, limitations, and realms of applicability of these theories and practices.

5. Develop creative competence in at least one area of leadership specialization.

6. Develop an awareness of the relevance for competent leaders of multicultural concerns and perspectives, as well as of the connections between specific leadership issues and such larger matters as social justice and equality, and bring this awareness to critical study of theories, key concepts, evidence-based findings, and practices to the efforts aimed at leadership and innovation.

7. Develop skills of "learning how to learn"—methods of action-research, skills as a self-directed learning with capacity for critical thinking and improvisational problem-solving--to advance their specialized knowledge and skills for effective practice as a leader.

# MS Program Learning Outcomes

**A: MS Program-Specific Learning Outcomes**
The student will:

1. Understand research, theories, key concepts, and professional practices in leadership. Key areas in which the student must demonstrate an understanding include, quite notably:
   a. Leadership and Collaboration with others.
   b. Leadership in Contributing to Innovation and Change
   c. Grassroots Community Leadership and Community Well-Being
   d. Educational Leadership for Contemporary Challenges and Opportunities
   e. Understanding Diversity and Creating Inclusiveness
   f. Addressing the Challenges of Hate and Racism

2. Evaluate key theories and methods of leadership, as indicated by

      a. Evaluating the strengths and limitations of a variety of leadership theories and practices,

      b. Evaluating the circumstances in which specific leadership theories and methods are likely to be usefully applied.

3. Apply skills of conscious and deliberate planning in pursuing goals as a leader, as indicated by making critical comparisons of alternative courses of action. In doing so, they will:

      a. Evaluate the relevance and efficacy of their recommended plan(s) of action.

      b. Evaluate uncertainties and dilemmas faced by leaders in the field, and

      c. Evaluate directions for inquiry to investigate alternative courses of action growing out of these dilemmas, uncertainties, and complexities.

4. Create theoretical applications and strategic practices in at least one area of specialization, and within one specific setting of educational or community leadership, as indicated especially in their Master's thesis and course-based action-research projects.

5. Apply skills of doing an effective, critically minded and comprehensive review of the literature in an area of special interest to the student, as indicated by:

    a. applying a variety of strategies for searching for relevant sources

    b. evaluating quality and credibility of sources

    c. effectiveness in discussing and presenting findings, gaps in knowledge, limitations in existing research, and directions for future research

**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through their course-based action-research projects, their written assignments in courses, their ongoing dialogue with faculty and the oral exams in each course, in the thesis, and in their collaborations with others, such as in seminars and the online forum.

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In addition to the above-mentioned MS program-specific PLOs, MS students must demonstrate the following general PLOs:
**WISR General Program Learning Areas and Outcomes for MS Students**
The student will:
**B: Self-Directed Learning.**
    Demonstrate skills as a self-directed learner, as indicated by critically minded, intentional, and improvisational learning in doing their course assignments and thesis.

**C: Action-Research.**
    Engage in critically informed uses of methods of participatory and action-research in the pursuit of specialized knowledge and competent leadership, especially as indicated through their action-research projects and thesis.

**D: Multiculturalism and Inclusiveness.**

Demonstrate an awareness of issues of diversity and inclusiveness, by showing a sensitivity to the issues involved in working as a leader with diverse populations, as indicated in their writing, dialogue, thesis and/or action-research projects.

**E: Social Change and Justice.**

Analyze the connections of leadership practices aimed at specific educational and/or community problems and challenges, with bigger picture issues and dynamics, by showing in their writing, dialogue and/or action-research projects that they are inquiring into ways of creating change for social justice, greater equality and environmental sustainability, as part of the pursuit of specialized knowledge and effective leadership and innovation.

**F: Communication and Collaboration.**

1) Demonstrate skills of clear and engaging written communication, by a) writing clearly and in a well-organized fashion, b) showing that they can intentionally identify and communicate to a chosen audience(s), and c) using their own voice on topics that matter to them.
2) Demonstrate skills of effective oral communication and collaboration, as indicated in a) their action-research projects or thesis with people from more than one background, and b) in seminars and informal dialogue with other students and with faculty, and
3) Produce a thesis that, with only further, modest revisions, is of sufficient quality to be considered seriously for professional publication

**G: Build Bridges to the Future.**

1) Demonstrate an awareness of employment opportunities, of if they prefer, meaningful volunteer opportunities, as a leader and innovator in community organizations, schools, or another relevant setting, appropriate to their specialized capabilities, experience, and interests.
2) Begin building bridges, i.e., specific action steps, to their post-graduate involvements, especially as indicated in their action-research projects and Master's thesis.

**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through the student's practicum, their course-based action-research projects, their ongoing dialogue with faculty and the oral exams in each course, in the thesis, and in their collaborations with others, such as in seminars and the online forum.

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**\*\*Paradigm to Conceptualize Development of Expertise through Learning that Builds on and Integrates the Achievement of Program Learning Outcomes—The Dreyfus Model**

*The Dreyfus Model is Used to Evaluate the Effectiveness of WISR's Degree Programs, and to conceptualize the interconnections of degree program learning outcomes. The stages of the Dreyfus Model that are used at WISR are:*

1) *the stage of "competent" serving as an orienting learning goal to guide students and faculty in the Master's programs at WISR, and*
2) *the stage of "proficient" providing an orienting learning goal for students and faculty in the Doctoral program.*

*From time to time, we have seminars on this Model at WISR, to engage students and faculty in reflecting on and discussing how to make use of it to aid learning at WISR. Here are a few highlights to consider.*

**The "competent" expert** comes to appreciate that simple recipes do not adequately address the nuances of, variations in, and complexity of real-life situations. As Master's students progress in their studies, and are engaged in many levels of learning—for example, the levels articulated in Bloom's taxonomy: understanding, applying, analyzing, evaluating and creating—their behavior and learning are increasingly characterized by the following indicators of the "competent" stage of expert knowledge and skills. They:

- Engage in *deliberate planning*
- *Understand the importance of each specific context/situation*
- Use *guidelines, not rules, to determine their actions*
- Are emotionally *involved in the outcomes* of their actions (a strong sense of *Responsibility) (commitment)*
- Use what they see to be the most valuable and *"relevant perspectives" for each situation,* rather than relying on rules. They may not have the creativity of a proficient expert to develop a new theory or strategy, but they will strategically analyze and evaluate what they have learned to make an educated choice about what they see to be the situationally most appropriate action or plan, from among their knowledge of the "available alternatives." So, they:
- *Analyze and evaluate what they have learned,* and then also *make judgements based on their experiences*

To learn more about the Dreyfus model go to: https://www.nateliason.com/blog/become-expert-dreyfus and
http://www2.psych.utoronto.ca/users/reingold/courses/ai/cache/Socrates.html

And also: Chapter 5, *Cases and Stories of Transformative Action Research.* Bilorusky, J. Routledge Press, to be released April 21, 2021.

## Admission, Transfer of Credit, Orientation

## Admissions

# Transfer of Credits

## Orientation to WISR

All entering MS in Education and Community Leadership students must enroll in a three semester unit course on "Learning the WISR Way." In this course, students read articles about WISR's approach to learning, including self-directed, learner-centered education; discuss these articles with WISR faculty; interview alumni and currently enrolled students to learn more about WISR's approach to learning.

Description and Goals: "This is an introductory course, required of WISR students in all degree programs, which is designed to enable students to progress more effectively toward the successful completion of the degree program at WISR, so that students can get the most from their WISR education—in pursuing their learning passions and career interests, in developing the core meta-competencies valued at WISR, and in building bridges for themselves to the next significant things they wish to do in their lives. Students read and study the methods of "Learning the WISR way"–studying the theories and strategies of WISR's approach to transformative learning for professional and community leadership, as well as learning from stories and specific examples drawn from the experiences of other WISR students.

Also, students are introduced to methods of note-taking and writing in their own voice, as well as the use of professional conventions in formal writing and strategies of effective online research. In this course, students reflect on, discuss and write about what they are learning in the course, and the culminating papers are a reflective autobiographical essay, a preliminary educational plan and a self-assessment inventory of strengths, challenges, needs, and opportunities in the pursuit of their future goals and learning."

In writing these papers, students must include a statement of how and why WISR's self-paced, learner-centered methods are appropriate for them—with fewer hours in traditional, large classrooms, and more time spent for 6 or more hours per week in one-on-one mentoring sessions and small group seminar discussions.

*Learners must include in their autobiographical statement, learning plan, and self-assessment, an analysis of how and why distance learning at WISR is feasible for them, and will result in their being able to meet their needs and accomplish their goals.*

These statements are to be discussed, reviewed and approved by at least one member of the WISR faculty.

Finally, this course is also used to introduce and orient new students to 1) WISR's career center and resources, and 2) WISR's library resources, the library resources of other libraries and online databases which WISR will enable or help students to access.

## Regulations regarding WISR's MS in Education and Community Leadership

# Length of Study

The vast majority of WISR students are mature adults with significant work and family responsibilities, time demands and commitments. Most students will progress at a rate approximately equivalent to half-time enrollment. WISR's tuition is very affordable, even in comparison to other private institution's rates for half-time enrollment. All WISR students pay the same tuition, and those students who are able to pursue their studies with an intensity and at a pace comparable to students who are seriously engaged full-time students will very likely be able to graduate in 40 to 50 percent of the estimated time for studies in WISR degree programs.

For many students pursuing a MS degree in Education and Community Leadership the length of study at WISR may be expected to be as much as 4 years, unless they are able to study at the intensity of a seriously engaged full-time student.* Some students complete this program in about two years. Typically, the maximum allowable length of study toward the Master's in Education and Community Leadership degree at WISR is 4 years. Faculty review student progress semi-annually to facilitate each student's efforts to complete their degree within this maximum amount of time. Students who are consistently engaged in their studies, but who are slowed down due to disabilities or other extenuating factors may petition WISR faculty for permission to take somewhat longer than 4 years to complete their studies.

In all cases, faculty will strive to support students in their efforts to complete their degree in a timely manner, while also benefiting from their studies at WISR in ways that will help them build bridges to the next important life goals.

*These program length expectations do not include any time off for leaves of absence due to matters resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of six months, during which time the student does not pay tuition, and during which time the student may not receive credit for any efforts related to their studies at WISR. The student pays a $600 re-enrollment fee when resuming their studies.

## Faculty Review of Student Progress

## Course Descriptions and Requirements for MS in Education and Community Leadership

# Course Requirements:

**36 semester units of required coursework, electives, and thesis.**

**Required Courses:**

**Introductory Course:**

**MS 501: Learning the WISR Way: Introduction to Transformative Learning for Professional and Community Leadership (3 semester units)**

This is an introductory course, required of WISR Master's students, except for those who have been previously enrolled at WISR, and except for students in the MS in Psychology program (leading to the MFT and/or LPCC license). However, MFT/LPCC students are strongly encouraged to either review the information in this course, even if they don't do all the assignments, or to take the course for additional, elective credit. This course is carefully and thoroughly designed to enable students to progress more effectively toward the successful completion of the degree program at WISR, so that they can get the most from their WISR education:
• in pursuing their learning passions and career interests,
• in pursuing the core, learning goals emphasized at WISR,
• in achieving the learning outcomes for their WISR degree program, and
• in building bridges for themselves to the next significant things they wish to do in their lives.

In this course, Master's students will also engage in critical analysis of how WISR's mission and learning methods apply to their field of major interest. Students will also become familiar with WISR's curriculum methods and requirements, collaborative opportunities, and institutional policies and practices. In addition, students will meet with some members of the WISR learning community and find out how to take advantage of the academic resources that are available—including online library resources and databases that are free and/or paid by WISR, as well as free and low-cost online resources accessible to the student. Required course (unless previously enrolled at WISR). 3 semester units.

**Required Courses that include an action-research lab:**

**MS 511: Action-Research Methods for Educators, Other Professionals and Community Leaders (5 semester units)**

This course involves an in-depth study of action-research methods, including specific techniques and the overall logic and perspectives used. It includes qualitative and community-based participatory research for expert use by educators, other professionals, change agents and community leaders. The ultimate goal of the course is to enable the student to learn how to, and also to be successfully engaged in independently designing and conducting his or her action-research projects, either on her or his own or with a lead role in collaborating with others. This course will explore a variety of ways in which research can be combined with action—for example, in reflecting on the effectiveness of one's professional practices and community improvement efforts, including how to do program evaluations and community needs assessments, as well as the use of research in formulating new programs and policies. The course will involve a thorough and critical analysis of key ideas in the logic of research design, including the concepts of validity and reliability—examining parallels between the criteria for rigorous research in the natural sciences and action-research used in professional practice and leadership in areas related to human services, education, community improvement and social change. It includes advanced study of methods of data gathering and analysis using participant observation, interviewing, storytelling.

This should be one of the first three courses that the student studies during their degree program, because it provides a methodological foundation for studies throughout the degree program. Also, it is strongly recommended that that the student pursue this course concurrently with another course that requires a full-scale, action-research lab—so that the student can apply in greater depth some of the action-research methods that they are being introduced to in this course.

**MS 541: The Role of Community Leadership: Contemporary Issues, Theories, and History—Specific Challenges and Larger Issues of Justice, and Multiculturalism (5 semester units)**

The study of a variety of contemporary issues in community leadership. How do people assume a role of community leader, or of professional or organizational leader? This course involves the study of theories, methods and practices of community leadership in the context of the "bigger picture"—history, society, social philosophy, and the future prospects and challenges for social change. What are the main, contemporary issues and disagreements about issues of social justice and change, environmental sustainability, racism and multiculturalism? What is the role and nature of leadership in a democratic society, and what does this have to do with concepts such as equality, justice, meritocracy, elitism and excellence. What are current reform movements, and current debates and what are the competing interests and philosophies involved? The course will consider community control, Federal standards and authority, and corporate influence, among other competing interests. What is the impact of the mass media, technology and the internet on leadership and how can good leadership use these constructively? This course will include some topics drawn from the study of American history, including themes of democracy, social injustices, and multiculturalism, and the relevance of leadership to such concerns. For example, how can leaders address issues of social justice and multiculturalism? What is the value of different types of leadership, expertise, and knowledge?

**MS 542: The Role of Leadership in Education: Contemporary Issues, Theories, and History—Specific Challenges and Larger Issues of Justice, and Multiculturalism (5 semester units)**

This course involves the study of theories, methods, contemporary issues, and practices of education in the context of both everyday challenges and the "bigger picture. How do people learn? How is learning assessed and how can such assessments contribute to or impede learning? What are the main issues and disagreements about successful forms of, and approaches to, education and learning? How can educators become more attuned to individual differences, to the needs, purposes and styles of learning of each learner. What strategies and varied practices support learner-centered education? What are current reform movements, and current debates and what are the competing interests and philosophies involved? The course includes a consideration of the relevance of education to matters of democracy, social justice and multiculturalism—today, and in American history. This course includes a study of both formal education and "natural" learning processes, in relation to how education and learning promote or impede social justice and multiculturalism. What might be the role of education, liberating learning methods, and educational leadership in addressing such societal dynamics as colonialism, globalization, imperialism, racism, prejudice, sexism, population diversity and various societal conflicts–as well as on such ideals as "tolerance," "free speech," and the "meritocracy"? This course draws

significantly on enlightenment philosophy, progressive era ideas such as those of John Dewey, the work of Paulo Freire, feminism, and the ideologies and philosophies in action of those who have promoted inclusive and democratic visions for society. In this context, the course examines the possible roles of leadership and of education—as they have been, and as they could be, and students are encouraged to develop their own perspectives on the role of education in creating a better tomorrow.

**MS 590: Review and Assessment of Knowledge in One's Field of Specialization (5 semester units).**

This course builds on the student's previous coursework, and specialized projects done as part of that coursework. The student engages in additional, in depth study of a topic that is central to their Master's studies and future plans to use their expert knowledge as a professional and/or community leader. Students will review and evaluate the literature in their field of specialization, and/or survey and study existing practices. These in-depth studies should include, among other methods of learning, library and online research, as well as critically reflective analysis and writing about what they've previously learned. In many cases, students may conduct interviews and make observations in the community and in professional practice settings. The student evaluates, organizes and synthesizes the highlights of their knowledge in their area of specialization.

**MS 599: Master's Thesis (7 semester units)**

The Master's thesis is an in-depth study of a topic of strong interest to the student, and one that generally helps the student build bridges for him/herself to the next important things she or he wishes to do with her/his life—as a professional, and a leader. The student makes use of what he or she has learned at WISR about action-research methods to do a serious and substantial inquiry that involves some original data collection by the student. It is an inquiry that is based on action and/or that has action implications of some significance to the student and/or others. In particular, the Master's thesis makes a worthwhile contribution to the professional field, or to community leadership.

**The following are specific, expected outcomes for the Master's thesis:**
● Students will build on, critically reflect on, and synthesize many of the things they have learned previously—during their MFT studies at WISR, and delve more deeply into a specific topic of significance to themselves and to others in the field.
● The scope and depth of the Master's Thesis should demonstrate expert knowledge of the topic studied, based on the student's experiences, a literature review, and the collection and analysis of some original data.
● Students will demonstrate their ability to use action-research methods in the conduct of a project that is important to them and to others in the field.
● Students will use their Master's thesis—the process and/or outcomes—to build a bridge to the next significant things they plan to do in their life and professional work.
● The scope and depth of the Master's Thesis should demonstrate expert knowledge of the topic studied, based on the student's experiences, a literature review, and the collection and analysis of some original data.

● Since the thesis is the culmination of Master's studies, students will demonstrate their competencies in many of the MS program's overall learning objectives--especially in the areas developing skills and knowledge as a self-directed learner, expertise in methods of participatory and action-research, ability to communicate clearly and meaningfully to one's audience(s), ability to pursue successfully employment and/or leadership roles in the community, and expertise in the interdisciplinary field of education and community leadership as well as in one or more areas of specialization.

**Elective Courses:**
**(Students must take two of these courses, which do not include an action-research lab, 3 semester units, each):**

**MS 571: Human Dignity and Humiliation Studies (3 semester units)**

Study of the dynamics of dignity—and its violation through individual and systemic forms of humiliation—is crucial in today's highly interconnected world. Growing awareness of these dynamics brings to the forefront the realization that past social, political, and economic practices, once accepted and considered helpful, may now be perceived as deeply humiliating. This course will explore how today's rapidly changing social, political, and environmental conditions require us to dramatically alter how we participate in relationships. It proposes that escalating social instability, political unrest, violent conflict, economic injustice, and climate change can be the impetus to design innovative, sustainable, and *mutually dignifying solutions* to these problems. In particular, this course will examine how cultivating *systemic dignity*—at home and around the globe—creates space for mutually beneficial arrangements of relationships to emerge, relationships that provide for the full participation, growth, and development of all people while we seek sustainable solutions to global crises.

**MS 581: Critical Environmental Literacy (3 semester units)**

This course will focus on current critical environmental issues (both local and global), and explore several of the themes essential for citizens today that can be integrated into community and professional leadership roles, as well as personal contexts. Can we call ourselves an educated citizenry if we fail to address the challenges of environmental sustainability and planetary survival? Because the current model of "global economic growth" holds little regard for environmental sustainability and social justice, preparing people for the choices they face as citizens must be strongly linked to making the Earth a better place for all. This course provides an understanding of the interdependence of people and ecosystems around the globe. We will look at how environmental issues negatively affect indigenous people and people of color disproportionately. In this course we will read and study documentary videos that present issues or dilemmas to inspire deep, and critical, reflection. These will include a variety of current and ongoing issues, not always covered by mainstream media. The course will ask students to reflect on and analyze the contributions to environmental sustainability that might be made by those with roles in education and community leadership.

**MS 591: Student-Designed, Faculty-Approved Independent Study (3 semester units)**

Subject to the approval of a WISR faculty member, and using the guidelines for academic engagement per credit hour adopted for other WISR courses, the student may design a course that fits into one of the following categories:

a)        the student may adapt, with faculty assistance and approval, one personalized WISR MS course—that draws on the content and methods of a WISR MS in Psychology (MFT) program course or an EdD program course, modified to have objectives and assignments appropriate for students in this MS program in Education and Community Leadership;

b)        may design with other students and/or faculty, and/or community colleagues, a course, on a topic relevant to this degree program, but not currently offered, subject to faculty approval, or

c)        design an internship or independent study project that address MS program degree requirements, and that is outside the realm of other WISR courses in this program.

## MS Program Graduation Review Boards

**The recommendation of a MS student's readiness to begin the culminating Master's thesis is made by the primary faculty adviser, usually only after at least three-fourths of the other requirements have been completed.** At that time, **the student writes a thesis proposal**, which outlines (1) the major issues and questions to be addressed, (2) the significance of those issues to the student and to others, and (3) the sources of information, the methods of inquiry, and (if appropriate) the modes of action to be used.

**The student then constitutes, with her or his major faculty adviser's help, a Graduation Review Board composed of at least two WISR Graduate Faculty members, and since December 2018, one or more outside experts in the student's field. The Review Board members comment on, critique, and approve the student's proposal.** The proposal then serves as a general guide for the student's thesis inquiry. However, it is subject to change, and the student is expected to discuss his or her thesis progress with each Review Board member throughout the work on the thesis. **Review Board members comment on and critique at least one rough draft, but usually two drafts. The student's major faculty adviser helps to facilitate and mediate disagreements if Review Board members make inconsistent suggestions for change.** We recommend to students, but do not require, that they identify two (or more) current and/or former WISR students to be part of a "peer support group" to aid them in the work on their thesis or dissertation—by serving as a sounding board and support group to discuss their progress and challenges, and in some cases, to read and comment on student drafts or portions of drafts when requested to do so by the student.

**Faculty serving on a Graduation Review Board shall have been active in their field of scholarship or profession during the five-year period preceding their participation on the Review Board.**

**Once the faculty adviser and the student are confident that all Review Board members are ready to approve the thesis, a final Graduation Board meeting is held.** At that time, Review Board validates that the student is responsible for their work on thesis, and the student discusses and answers questions about the thesis and their learning in working on it, and throughout the entire degree program. The student is questioned about their future plans, and how the experience

at WISR will contribute to the student's future work. The Review Board may also examine the student's academic accomplishments throughout the program, and discuss them with the student. **Finally, each graduating student is required to submit a written self-evaluation**, which includes a critical reflection on what she or he has learned in the program, and a discussion of insights gained, challenges and obstacles encountered, and WISR's strengths and weaknesses in contributing to the student's learning.

## More Information on:

**Grading and Awarding Academic Credit and Academic Policies and Procedures**

**Expectations for Collaboration at WISR**

# MS in PSYCHOLOGY, MARRIAGE AND FAMILY THERAPY—FOR MFT AND LPCC LICENSES

## Main Mission and Features of the MFT/LPCC Curriculum at WISR

**Students working toward the State of California's Marriage and Family Therapy (MFT) license are assisted and required to study in the core subject-matter areas required for the license.** This includes mastering content in all subject matter areas required by the State of California, including psychopathology, human development, marriage and family counseling theory and techniques, research methodology, psychotherapeutic techniques, human sexuality, cross-cultural counseling, psychological testing and therapeutic appraisal and assessment, psychopharmacology, and professional ethics. Students enrolling since August 2012 have been required to study additional areas and by virtue of new State requirements, the program will be about 33% longer and more intense. New, required areas of study will include: addictions counseling, case management, advanced studies in multicultural/cross-cultural counseling and work with special populations, additional advanced study in counseling theories and methods.

The vast majority of WISR students are mature adults with significant work and family responsibilities, time demands and commitments. Most students will progress at a rate approximately equivalent to half-time enrollment. WISR's tuition is very affordable, even in comparison to other private institution's rates for half-time enrollment. All WISR students pay the same tuition, and those students who are able to pursue their studies with an intensity and at a pace comparable to students who are seriously engaged full-time students will very likely be able to graduate in 40 to 50 percent of the estimated time for studies in WISR degree programs. The MS in Psychology toward the State's MFT license (and optionally the LPCC license) is, by State law, the equivalent of two Master's degrees (over 60 semester units). Therefore, for many students pursuing the MS in Psychology/MFT at WISR, the length of study at WISR may be expected to be about 6 years, unless they are able to study at the intensity of a seriously engaged full-time

student.* In all cases, faculty will strive to support students in their efforts to complete their degree in a timely manner, while also benefiting from their studies at WISR in ways that will help them build bridges to the next important life goals.

*These program length expectations do not include any time off for leaves of absence due to matters resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of six months, during which time the student does not pay tuition, and during which time the student may not receive credit for any efforts related to their studies at WISR. The student pays a $600 re-enrollment fee when resuming their studies.

**Students work individually with faculty and receive faculty guidance in doing required readings and assignments in each area** that provides the student with a strong foundation in each area of study required by the State, as well as an opportunity to focus on those topics of greatest interest to the student. The student writes a paper in each subject matter area, and **faculty help students to identify and pursue paper topics address issues, methods or concepts that are of strong interest to the student, and help prepare the student in his or her areas of anticipated professional specialization.**

In addition, **WISR's coursework is also designed to meet the State of California's academic requirements to become a Licensed Professional Clinical Counselor (LPCC).** Students pursuing the LPCC license must also study Career Development and Group Counseling. MFT students not interested in obtaining the LPCC license do not have to pursue studies in the areas of Career Development and Group Counseling, although it is strongly recommended that they do so anyway. Also, by State law, those students beginning studies for the LPCC license after August 1, 2012 now need to study the additional areas required for the MFT license, as well as some further advanced studies in counseling theories and methods. Overall, those seeking the LPCC license will typically need to spend an extra 3-4 months completing the required LPCC studies, beyond the work required of MFT students. **WISR's program is integrated in such a way as to encourage and enable interested students to pursue both licenses and do thorough study, and still attain their degree in a timely fashion.**

Along with the student's individual work with faculty in studying the required readings and assignments in each of the State-defined content topics, and along with the more personalized further research, study and paper-writing in each area, **students are also strongly encouraged to participate in most of the Saturday class sessions which meet twice each month, and in any case are required to participate in 10 hours of collaborative activity with other students in each of their courses.** During the regularly held MFT program seminars, students learn from faculty and explore further with one another the various core areas which contribute toward the State's requirements for the MFT license. **In addition, students must participate in a seminar each month and/or confer with a WISR faculty member about their practicum, while gaining their practicum hours. The dates, times and topics of these seminars is announced over one month in advance to all students, by email and posted on WISR's website.**

*Quite importantly the required seminars are available by telephone conference call or by the internet as a video and audio real-time meeting with students and faculty on site at WISR,* **sometimes supplemented by web-based online sharing of documents and notes in real-time.**

**This is valuable for those students who live too far from our Berkeley site to travel here twice per month.** Students and faculty on site at WISR and those students on the internet or on their phone line, off site, will be able to interact and discuss issues, ideas and questions with one another.

# MFT Program Goals, Learning Outcomes and Measures

## Mission and Context

Program goals are guided by several important considerations:

4. First and foremost, WISR's MFT program goals, outcomes and curriculum is guided by the standards and requirements articulated by the State of California licensing agency, the Board of Behavioral Science.
5. In addition, the MFT program goals, outcomes and curriculum is guided by WISR's mission and the learning "meta-competencies" articulated from that mission (e.g., self-directed learning, action-oriented inquiry, multiculturalism, social justice, effective communication and collaboration, and the value of using one's studies to build bridges to the future) further augment the State's requirements and expectations.
6. Finally, in implementing the program goals through program outcomes, course outcomes, module outcomes, and measures, indicators, and evaluation rubrics, we draw on the first two areas of consideration and also on the knowledge gained through WISR's history of offering a Master's leading to the State counseling license since 1977, and the collective academic and professional experience and knowledge of WISR's faculty.

## Program Goals

1. Develop, Evaluate and Apply specialized knowledge in all the areas of professional expertise required for MFT licensure in California*–as defined by the California Board of Behavioral Sciences [see 4980.36 of the California Business and Professions Code](*and also for LPCC licensure for those pursuing that additional option)
2. Develop in all the areas required by the State, *"competent" knowledge and skills*, as defined by the Dreyfus Model of Knowledge and Skill Development** [see below]. Develop the knowledge of a "competent" expert within the professional field of Marriage and Family Therapy (as a licensed LPCC as well for those also choosing that added, option). By developing a broad and critically informed professional knowledge base, the student is now prepared and able to continue to develop further through their post-graduate internship experiences toward the professional proficiency required to become licensed as an MFT and/or LPCC in the State of California.
3. Understand, evaluate, and apply a variety of theories, key concepts, evidence-based findings, and practices in the field of study Marriage and Family Therapy—as defined by the California State Board of Behavioral Sciences for MFT Licensure*–including the strengths, limitations, and realms of applicability of those theories, perspectives and practices. (*and also the necessary knowledge for LPCC licensure for those pursuing that additional option)
4. Develop competence in at least one area of specialization within Marriage and Family Therapy.
5. Develop an awareness of the therapeutic relevance of multicultural concerns and perspectives, as well as of the connections between specific therapeutic issues and such larger matters as social

justice and equality, and bring this awareness to critical study of theories, key concepts, evidence-based findings, and practices relevant to the MFT's (and if chosen, also LPCC's) scope of professional practice

6. Develop skills of "learning how to learn"—methods of action-research, skills as a self-directed learning with capacity for critical thinking and improvisational problem-solving--to advance their specialized knowledge and skills for professional practice as an MFT (and also as a LPCC, for those also choosing that option).

# MFT Program Learning Outcomes

**A: MFT Program-Specific Learning Outcomes**
The student will:

6. Understand research, theories, key concepts, and professional practices in each area of knowledge and professional practice required by the State of California licensing Board—the Board of Behavioral Sciences. *State-required knowledge areas have been grouped into WISR's required courses, and each WISR MFT and LPCC course has specifically defined learning outcomes that guide and assess student learning progress in developing the required expertise in each area.* The areas of understanding to be demonstrated include, quite notably:
    a. Foundational and contemporary theories and methods of psychotherapy, and marriage, family, couples, and child counseling.
    b. Psychopathology—diagnosis, assessment, treatment, and treatment planning of mental disorders
    c. Developmental issues from infancy to old age, and their effects on individuals, couples and family relationships.
    d. Cultural competency and sensitivity, multicultural development and cross-cultural interaction,
    e. California law and professional ethics for MFTs (and for LPCC for those also pursuing that license),
    f. Among such other important areas as, for example, recovery-oriented care, crisis and trauma counseling, addictions, human sexuality, the impact of socio-economic status and poverty, spousal and partner abuse, aging and long-term care, child abuse assessment and reporting, and marriage, divorce, and blended families.

7. Evaluate key theories and methods of psychotherapy and marriage and family therapy, as indicated by
    a. Evaluating the strengths and limitations of a variety of major theories and methods,
    b. Evaluating the circumstances in which specific theories and methods are likely to be usefully applied and valuable in professional practice.

8. Apply skills of conscious and deliberate planning, as indicated by making critical comparisons of alternative courses of therapeutic action. In doing so, they will:
    a. Evaluate the relevance and efficacy of their recommended plan(s) of action.

b.  Evaluate uncertainties and dilemmas faced by competent professionals in the field, and

c.  Identify directions for inquiry to investigate alternative courses of action growing out of these dilemmas, uncertainties, and complexities.

9.  Create theoretical applications and strategic practices in at least one area of specialization within the scope of practice of an LMFT or LPCC, as indicated especially in their Master's thesis, practicum and course-based action-research projects.

10. Apply skills of doing an effective, critically minded and comprehensive review of the literature in an area of special interest to the student, as indicated by:

    a. applying a variety of strategies for searching for relevant sources
    b. evaluating quality and credibility of sources
    c. effectiveness in discussing and presenting findings, gaps in knowledge, limitations in    existing research, and directions for future research

**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through the student's practicum, their course-based action-research projects, their written assignments in courses, their ongoing dialogue with faculty and the oral exams in each course, in the thesis, and in their collaborations with others, such as in seminars and the online forum.

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In addition to the above-mentioned MFT program-specific PLOs, MFT students must demonstrate the following general PLOs:

**WISR General Program Learning Areas and Outcomes for MFT Students**
The student will:

**B: Self-Directed Learning.**
    Demonstrate skills as a self-directed learner, as indicated by critically minded, intentional, and improvisational learning in doing their course assignments, practicum, and thesis.

**C: Action-Research.**
    Engage in critically informed uses of methods of participatory and action-research in the pursuit of specialized knowledge and competent practice, especially as indicated through their action-research projects and thesis

**D: Multiculturalism and Inclusiveness.**
    Demonstrate an awareness of issues of diversity and inclusiveness, by showing a sensitivity to the issues involved in working with diverse populations, as indicated in their writing, dialogue and/or practicum.

**E: Social Change and Justice.**

Analyze the connections of mental health issues and therapeutic practices with the bigger, societal picture, by showing in their writing, dialogue and/or action-research projects that they are inquiring into ways of creating change for social justice, greater equality and environmental sustainability, as part of the pursuit of specialized knowledge and competent practice.

**F: Communication and Collaboration.**
4) Demonstrate skills of clear and engaging written communication, by a) writing clearly and in a well-organized fashion, b) showing that they can intentionally identify and communicate to a chosen audience(s), and c) using their own voice on topics that matter to them.
5) Demonstrate skills of effective oral communication and collaboration, as indicated in a) their practicum with professionals and lay people, alike, and b) in seminars and informal dialogue with other students and with faculty, and
6) Produce a thesis that, with only further, modest revisions, is of sufficient quality to be considered seriously for professional publication

**G: Build Bridges to the Future.**
3) Demonstrate an awareness of employment opportunities, in the field of Marriage and Family Therapy, or related professional counseling options, appropriate to their specialized capabilities, experience, and interests.
4) Begin building bridges, i.e., specific action steps, to their post-graduate involvements, especially as indicated in their practicum and Master's thesis.

**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through the student's practicum, their course-based action-research projects, their ongoing dialogue with faculty and the oral exams in each course, in the thesis, and in their collaborations with others, such as in seminars and the online forum.

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**\*\*Paradigm to Conceptualize Development of Expertise through Learning that Builds on and Integrates the Achievement of Program Learning Outcomes—The Dreyfus Model**

*The Dreyfus Model is Used to Evaluate the Effectiveness of WISR's Degree Programs, and to conceptualize the interconnections of degree program learning outcomes. The stages of the Dreyfus Model that are used at WISR are:*
3) *the stage of "competent" serving as an orienting learning goal to guide students and faculty in the Master's programs at WISR, and*
4) *the stage of "proficient" providing an orienting learning goal for students and faculty in the Doctoral program.*
*From time to time, we have seminars on this Model at WISR, to engage students and faculty in reflecting on and discussing how to make use of it to aid learning at WISR. Here are a few highlights to consider.*

**The "competent" expert** comes to appreciate that simple recipes do not adequately address the nuances of, variations in, and complexity of real-life situations. <u>As Master's students progress in their studies, and are engaged in many levels of learning—for example, the levels articulated in Bloom's taxonomy: understanding, applying, analyzing, evaluating and creating—their behavior and learning are increasingly characterized by the following indicators of the "competent" stage of expert knowledge and skills. They:</u>

- Engage in *deliberate planning*
- *Understand the importance of each specific context/situation*
- Use *guidelines, not rules, to determine their actions*
- Are emotionally-*involved in the outcomes* of their actions (a strong sense of *Responsibility) (commitment)*
- Use what they see to be the most valuable and *"relevant perspectives" for each situation,* rather than relying on rules. They may not have the creativity of a proficient expert to develop a new theory or strategy, but they will strategically analyze and evaluate what they have learned to make an educated choice about what they see to be the situationally most appropriate action or plan, from among their knowledge of the "available alternatives." So, they:
- *Analyze and evaluate what they have learned,* and then also *make judgements based on their experiences*

To learn more about the Dreyfus model go to: https://www.nateliason.com/blog/become-expert-dreyfus and
http://www2.psych.utoronto.ca/users/reingold/courses/ai/cache/Socrates.html

And also:  Chapter 5, *Cases and Stories of Transformative Action Research.* Bilorusky, J. Routledge Press, to be released April 21, 2021.

# Regulations regarding WISR's MS in Psychology

## Length of Study

The vast majority of WISR students are mature adults with significant work and family responsibilities, time demands and commitments. Most students will progress at a rate approximately equivalent to half-time enrollment. WISR's tuition is very affordable, even in comparison to other private institution's rates for half-time enrollment. All WISR students pay the same tuition, and those students who are able to pursue their studies with an intensity and at a pace comparable to students who are seriously engaged full-time students will very likely be able to graduate in 40 to 50 percent of the estimated time for studies in WISR degree programs.

For many students pursuing a MS degree in Psychology, the length of study at WISR may be as much as 6 years, unless they are able to study at the intensity of a seriously engaged full-time

student.* Some students complete this demanding Master's degree (the equivalent of two Master's degrees) in about three years. Typically, the maximum allowable length of study toward the Master's in Psychology degree at WISR is 6 years. Faculty review student progress semi-annually to facilitate each student's efforts to complete their degree within this maximum amount of time. Students who are consistently engaged in their studies, but who are slowed down due to disabilities or other extenuating factors may petition WISR faculty for permission to take somewhat longer than 6 years to complete their studies. In all cases, faculty will strive to support students in their efforts to complete their degree in a timely manner, while also benefiting from their studies at WISR in ways that will help them build bridges to the next important life goals.

*These program length expectations do not include any time off for leaves of absence due to matters resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of six months, during which time the student does not pay tuition, and during which time the student may not receive credit for any efforts related to their studies at WISR. The student pays a $600 re-enrollment fee when resuming their studies.

## Faculty review of student progress

## Admissions

## Transfer of Credit

## MS Program Graduation Review Boards

**The recommendation of a MS student's readiness to begin the culminating Master's Thesis is made by the primary faculty adviser, usually only after at least three-fourths of the other requirements have been completed.** At that time, **the student writes a thesis proposal**, which outlines (1) the major issues and questions to be addressed, (2) the significance of those issues to the student and to others, and (3) the sources of information, the methods of inquiry, and (if appropriate) the modes of action to be used.

**The student then constitutes, with her or his major faculty adviser's help, a Graduation Review Board composed of at least two WISR Graduate Faculty members, and since December 2018, one or more outside experts in the student's field. The Review Board members comment on, critique, and approve the student's proposal.** The proposal then serves as a general guide for the student's thesis inquiry. However, it is subject to change, and the student is expected to discuss his or her thesis progress with each Review Board member throughout the work on the thesis. **Review Board members comment on and critique at least one rough draft, but usually two drafts. The student's major faculty adviser helps to facilitate and mediate disagreements if Review Board members make inconsistent suggestions for change.**

**Faculty serving on a Graduation Review Board shall have been active in their field of scholarship or profession during the five-year period preceding their participation on the Review Board.** We recommend to students, but do not require, that they identify two (or more) current and/or former WISR students to be part of a "peer support group" to aid them in the work

on their thesis or dissertation—by serving as a sounding board and support group to discuss their progress and challenges, and in some cases, to read and comment on student drafts or portions of drafts when requested to do so by the student.

**Once the faculty adviser and the student are confident that all Review Board members are ready to approve the thesis, a final Graduation Board meeting is held.** At that time, Review Board validates that the student is responsible for their work on thesis, and the student discusses and answers questions about the thesis and their learning in working on it, and throughout the entire degree program. The student is questioned about their future plans, and how the experience at WISR will contribute to the student's future work. The Review Board may also examine the student's academic accomplishments throughout the program, and discuss them with the student. **Finally, each graduating student is required to submit a written self-evaluation**, which includes a critical reflection on what she or he has learned in the program, and a discussion of insights gained, challenges and obstacles encountered, and WISR's strengths and weaknesses in contributing to the student's learning.

## More Information on:

## Grading and Awarding Academic Credit and Academic Policies and Procedures

## Expectations for Collaboration at WISR

## Program Details!

## MS in Psychology Program Details—Requirements and Courses

Program Details for Students <u>Enrolling on or After August 1, 2012,</u> or for other Students Completing the Master's After December 31, 2018.

# Details about State Licensing

**This program is approved by the State of California, and is designed primarily to educate those who wish to prepare for licensure as a Marriage and Family Therapist (MFT) in the State of California. In addition, the coursework is also designed to meet the State of California's academic requirements to become a Licensed Professional Clinical Counselor (LPCC). Those students _not_ interested in obtaining the LPCC license do not have to pursue**

**studies in the areas of Career Development and Group Counseling, and they do not have to pursue the additional 5 units of Advanced Study of Cross-Cultural/Multicultural Counseling and Needs/Issues with Special Populations, although it is strongly recommended that they do so anyway.**

The Western Institute for Social Research offers required courses that are also personalized by faculty working closely with each student, along with two seminars per month that are available both on site at WISR and by telephone or internet/video and audio conference call. This instruction follows and is based on information from the State of California's Board of Behavioral Science Examiners about the academic requirements of the Marriage and Family Therapy (MFT) License, as well as for the requirements to become a Licensed Professional Counselor. **WISR's Master of Science in Psychology option leading toward the MFT license is an integrated program primarily designed to train Marriage and Family Therapists in California, and it meets the educational requirements specified in California Business and Professions Code Sections 4980.36. For those wishing to pursue the LPCC license, WISR MS in Psychology option leading toward the LPCC license as well as the MFT license meets the requirements specified in California Business and Professions Code Section 4999.33.**

**All students entering WISR are required to contact the Board of Behavioral Sciences Examiners, or go to their website, in order to obtain their own copy of the "Statutes and Regulations Relation to the Practice of Professional Clinical Counseling, Marriage and Family Therapy, Educational Psychology, Clinical Social Work."** Students are also expected to keep abreast of the changing details regarding the various exam and practice requirements for the MFT license, as well as the new and emerging regulations regarding the recently created LPCC license. **[Recent updates of answers to frequently asked questions can be found at: https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf]** By their third month in the program, students will be expected to discuss and ask questions of faculty about the content of these laws and regulations. Students will not be approved for a practicum until faculty are satisfied that the student understands the essential material contained in this document. Students should contact:

**BOARD OF BEHAVIORAL SCIENCE EXAMINERS**
**1625 N Market Blvd., Suite S-200**
**Sacramento, CA 95834**
**(916) 574-7830**
**Website Address: http://www.bbs.ca.gov**

*Keeping up to date with changes in laws:* Since the laws and regulations are constantly changing, **students are encouraged to keep up to date by joining the California Association of Marriage and Family Therapists (CAMFT). CAMFT Membership also gives students access to the online EBSCO database which contains many of the readings required for MS in Psychology/MFT program courses at WISR.** (As an option, students who are California residents may also access the EBSCO library database by obtaining a free library card from the San Francisco Public Library.) The student membership rate is inexpensive, and CAMFT is an excellent source of information and will answer questions asked by members by phone and fax. CAMFT also publishes a bimonthly journal, *The California Therapist, which* provides a lot of

information about legal and ethical issues, as well as practical matters pertaining to professional practice. Students may review back issues of this journal in WISR's library. You may contact:

CAMFT: 7901 Raytheon Road
San Diego, CA 92111-1606
(856) 29-CAMFT (292-2638)

www.camft.org/

**Prerequisites for Licensing: The State has a number of important prerequisites for licensing, in addition to obtaining a Master's degree that meets the State's academic requirements. It is important for prospective students to understand these requirements before embarking on an MFT program**. Each prospective student should review all of the State regulations, but here are highlights of the main requirements. WISR faculty will be happy to answer questions you may have about these, and if you enroll you will be expected to familiarize yourself with the laws during the first couple of months of enrollment. Before you can be approved as ready to begin a practicum (six months or more into the program), faculty will expect you to know the important details in State laws and regulations pertaining to MFT preparation and practice.

Here are highlights of licensing requirements:

1.      **3,000 hours of supervised MFT experience are required**. [During the WISR Master's program, students may not obtain Practicum hours until they have passed WISR's Practicum Readiness Assessment Exam.]–with the following details, below:
2.      **Latest Update, February 2020: https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf** California law currently requires 3,000 hours of supervised professional experience, including 104 supervised weeks, in order to qualify for LMFT licensure.

Applicants have two different options for gaining supervised experience. Hours can qualify under either Option 1 (streamlined categories) or Option 2 (multiple categories) as described below. Applicants must fully qualify under either Option 1 OR Option 2. There is no "mixing and matching" between the two categories.

Individuals who wish to qualify under Option 2 must submit an Application for Licensure postmarked no later than December 31, 2020. Otherwise the applicant must fully qualify under Option 1.

OPTION 1 – STREAMLINED CATEGORIES. Under Option 1, the supervised work experience categories break down into just two overall types:
•       Direct counseling experience (Minimum 1,750 hours)
o       A minimum of 500 of the above hours must be gained diagnosing and treating couples, families and children.
•       Non-clinical experience (Maximum 1,250 hours)
o       May consist of direct supervisor contact, administering and evaluating psychological tests, writing clinical reports, writing progress or process notes, client centered advocacy, and

workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling.

OPTION 2 – MULTIPLE CATEGORIES. This option expires on December 31, 2020.
A.        Individual Psychotherapy (No minimum or maximum hours required)
B.        Couples, Families, and Children (Minimum 500 hours – up to 150 conjoint hours may be double-counted)
C.        Group Therapy or Counseling (Maximum 500 hours)
D.        Telehealth Counseling (Maximum 375 hours)
E.        Administering and evaluating psychological tests of counselees, writing clinical reports and progress or process notes; client-centered advocacy (Maximum 500 hours)
F.        Workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling (Maximum 250 hours*)
G.        Personal Psychotherapy received (Maximum 100 hours, triple counted*)
H.        Individual, Triadic and Group Supervision*

* Hours earned in categories F, G and H are limited to a total combined maximum of 1,000 hours

IMPORTANT INFORMATION APPLICABLE TO BOTH OPTIONS

Limitations on Experience Hours:
•        Maximum 1,300 hours gained pre-degree
•        Maximum 750 hours of counseling and direct supervisor contact gained pre-degree
•        Maximum 40 hours of experience earned in any week between all settings
•        Maximum six (6) hours of individual, triadic or group supervision in any week

104 Supervised Weeks Required: These 104 weeks must contain:
•        One (1) hour of individual or triadic supervision, or two (2) hours of group supervision during any week in which experience is claimed
•        52 weeks in which the applicant received at least one (1) hour of individual or triadic supervision.

An applicant for licensure cannot be approved to sit for the clinical exam without completing both the 3,000 hours of experience AND 104 supervised weeks.

Statutes cited: BPC sections 4980.43 and 4980.43.2; Regulation cited: Title 16 CCR section 1833

1.        **Students may obtain credit toward the 3,000 hours as soon as they are enrolled in an approved program by engaging in their own personal therapy with a licensed MFT, LCSW, Clinical Psychologist or MD Psychiatrist.** Students may get up to 100 hours of credit for personal therapy, and each hour counts triple toward the 3,000 hours. *Furthermore, WISR strongly encourages all MFT students to undergo individual, marital or conjoint family or group counseling, or psychotherapy.*
2.        **The State does a criminal background check on all applicants for the MFT license.** "The Board shall not issue a registration or license to any person who has been convicted of any

crime in the United States that involves the sexual abuse of children or who has been ordered to register as a mentally disordered sex offender . . ."

3.      **To obtain the license, one must pass an initial written exam and a subsequent written clinical vignette exam which has replaced the oral exam.**

Prospective students who are considering moving to another state should investigate the licensing requirements of that state to determine whether or not that state has "reciprocity" with California. That is, if you obtain a California MFT license, will you be able to meet the licensing requirements of the state you move to with little difficulty, or will it involve doing a lot of additional work, schooling and/or training? CAMFT has information about the licensing requirements in other states.

Similarly, those students who wish to also obtain licensing as a Licensed Professional Clinical Counselor should investigate and stay informed about the State of California's latest decisions about exam, practice and supervision requirements for the LPCC license. And, as is the case with the MFT licensing, prospective students who are considering moving to another state should investigate whether or not that state has "reciprocity" with California, regarding the LPCC license.

WISR offers faculty and curriculum resources to help each student fulfill academic requirements toward MFT licensure, but each student is expected to take responsibility to monitor her or his own progress toward licensure and to be in compliance with State requirements. WISR faculty are eager to help students identify and clarify questions they may need to ask of the BBS.

**\*\*Note: Throughout this Program Description, the term, "MFT student" will also include students who are working toward the LPCC license, unless a specific comment is made at that point in the Program Description to distinguish between MFT and LPCC requirements.**

## Program Content, Descriptions of Courses and Requirements

## Programmatic Themes

The following overarching concerns and themes are consistent with WISR's educational philosophy and State-mandated programmatic emphases: 1) Study of MFT principles, and especially a concern with the application of knowledge to real world practice, recovery-oriented care, and methods of service delivery in recovery-oriented practice environments, 2) counseling preparation that is multiculturally-oriented, cross-culturally informed, and concerned with the impact of poverty, social injustice and societally created stress on individuals and families, 3) development of innovative and progressive approaches by each student, along with ample opportunity to develop areas of expert specialization reflective of each individual student's concerns, 4) an individualized program of learning that provides for self-awareness, nurturance and development of the personal qualities required for expert and sensitive professional practice, and 5) exposure to and experience with those in need of mental health services, to better understand the needs for appropriate mental health services and counseling strategies, in line with WISR's long-standing emphasis on learning and using participatory action-research methods in order to develop one's knowledge and expertise.

# Description of Courses Required for MFT Students

**MFT 551: Theories and Methods of Marriage and Family Therapy and Professional Counseling—Part I. Introduction to Theories and Methods of MFT and Professional Counseling (5 semester units)**

Introduction to theories and methods of marriage, family and child counseling, and individual professional counseling. Study of major theories and a consideration of such varied schools of thought as psychodynamics, humanistic, behavioral, and system theories. Study of theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships. Included in the study of counseling and psychotherapeutic techniques is an orientation to recovery-oriented practice and environments and wellness and prevention, selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society.

**MFT 553: Theories and Methods of Marriage and Family Therapy and Professional Counseling—Part II. Contemporary Family Dynamics and Issues (5 semester units)**

Study of the sociocultural context of the family; problems, issues, and circumstances affecting the family as a unit; relations among its members; and strategies for effectively intervening in family dynamics to build on strengths, solve problems, or minimize the problems' impact. Students will become familiar with the broad range of issues and matters that may arise within marriage, family and couples' relationships, and within a variety of California cultures, including:

- Child and adult abuse assessment and reporting (To obtain an overview of clinical skills developed by practitioners who have treated abused children and adults, offenders, and adult survivors who were abused as children; statutes, issues for professionals, indicators and assessment of child and adult abuse, resources/agencies, prevention, statistics on incidence of abuse, publication about abuse, issues pertaining to reporting, developmental theories and issues, evaluation and treatment of offenders, and self-help efforts by adult survivors. Includes study of the methods for preventing child and adult abuse).
- Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse
- Cultural factors relevant to abuse of partners and family members.
- Childbirth, child rearing, parenting, and step-parenting.
- Marriage, divorce, and blended families.
- Long-term care.
- End of life and grief.
- Poverty and deprivation.
- Financial and social stress.
- Effects of trauma.

And, among all these, study of the psychological, psychotherapeutic, community, and health implications of these matters and life events.

**MFT 555: Theories and Methods of Marriage and Family Therapy and Professional Counseling—Part III. Advanced Counseling and Psychotherapeutic Theories and Methods (5 semester units)**

Study of advanced theories and methods of marriage and family therapy, and professional counseling, including the use of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, advanced recovery-oriented care and service in recovery-oriented practice environments, and other clinical topics. Study of treatment methods and issues for such special populations as in working with clients affected by HIV and AIDS.

**MFT 513: Research Methods (4 semester units)**

A study of research design and methods, including such topics as logic of design, scientific paradigms and epistemology, ethical issues in research, strategies for reviewing, using and critiquing literature in psychology and related fields, and methods of data collection and analysis. Study of the use of research to inform practice, and the use of practice to build knowledge and contribute to research, including uses and limitations of statistical analyses. Special emphasis is put on qualitative and action-oriented research methods, including participant observation, interviewing, needs assessments and program evaluation. Study and use of participatory action-research methods in building knowledge, evidence/experience-based expertise, and empathy—and in understanding of needs, of clients, and their families and communities. This includes meeting with, and having informing dialogue with, mental health consumers, their families and others in the community, in order to better understand their experience of mental illness, life challenges, treatment, recovery, and attainment of well-being. This should be one of the first three courses that the student studies during their degree program, because it provides a methodological foundation for studies throughout the degree program. Also, it is strongly recommended that that the student pursue this course concurrently with another course that requires a full-scale, action-research lab--so that the student can apply in greater depth some of the action-research methods that they are being introduced to in this course.

**MFT 557: Human Development (4 semester units)**

Study of developmental theories, events, and issues covering the entire life-span from infancy to old age, including parent-child relations, child development and adolescence, and various phases, crises, and transitions to adulthood. Emphasis is on critical examination of a range of theories, such as those of Freud, Erikson, Piaget, Mahler, Kohlberg and others. Study of normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology and situational and environmental factors that affect both normal and abnormal behavior. This involves a study of developmental influences on and consequences of individual circumstances–interpersonal relationships, and family dynamics, as well as the larger social context–from infancy to old age, including:
•        The effects of developmental issues on individuals, couples, and family relationships.

- The psychological, psychotherapeutic, and health implications of developmental issues and their effects.
- Aging and its biological, social, cognitive, and psychological aspects.
- A variety of cultural understandings of human development.
- The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

**MFT 559: Psychopathology and Diagnostic Principles (4 semester units)**

The study of the assessment, diagnosis, treatment planning, outcome evaluation, and other prescribed treatments of various psychiatric disorders as identified in the DSM-5. This includes the study of the characteristics, diagnostic criteria, and dynamics associated with various pathologies, ranging from neurotic styles in "normal" functioning individuals to severe and debilitating disorders. Study of evidence-based practices and promising mental health practices (including complementary and alternative treatments) from peer reviewed literature, as well as study of differential diagnosis, the impact of co-occurring substance abuse disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, the role of diagnosis in recovery-oriented care, and the treatment modalities and placement criteria within the continuum of care. Since 2020, this course has included the study of suicide risk factors and suicide assessment, as well as suicide intervention and treatment.

**MFT 561: Human Sexuality (3 semester units)**

This course is an exploration and introduction to human sexuality for Marriage and Family Therapists. The course includes a minimum of 10 hours of guided discussion in the study of human sexuality. Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity, and the assessment and treatment of psychosexual dysfunction. The study of human sexuality is a diverse and interdisciplinary study. Religion. Philosophy, Sex and sexuality has inspired art, music and culture throughout history. There are personal and interpersonal dimensions of sexual experiences. Sexuality includes behavior, somatic/body elements, cognitions and feelings. The study of sex and sexuality includes such topics as anatomy and physiology of human sexuality, psychosexual development, sociocultural and family influences on sexuality, sexual orientation and identity and gender identity, and sexual counseling. Students will become familiar with the concept of gender spectrum and sexual diversity. Students will become familiar with the main psychological theories and approaches influencing the study of Human Sexuality. Becoming comfortable talking about sex and sexuality is important for therapists in training. Students are encouraged to develop a non-judgmental view of human sexuality to foster safety for clients to talk about issues that come up around sex and sexuality. Students will learn how to access sound information and research on human sexuality. Students will also learn how the mainstream field of therapy, and in particular the DSM has sometimes been used to pathologize the LGBTQI and any sexuality seen as alternative sexuality. Students will learn about sexual exploitation as a form of psychopathology.

Students will explore the issues that can affect healthy sexual functioning including the effect of sexual trauma and Post Traumatic Stress Disorder (PTSD). Students will develop a holistic and multicultural view of human sexuality. The student will explore what it means to help support clients towards sexual health.

**MFT 563: Cross-Cultural Counseling (4 semester units)**

Study of the importance of cultural, racial, ethnic, and subgroup values and beliefs, and how they affect individuals, interpersonal relations, family life, and the therapeutic process. An examination of the wide range of ethnic backgrounds and the cultural mores and values common in California, including the general values and diversity within each of the following groups: African Americans, Hispanics, Asian Americans, Native Americans, whites of European ancestry, and people who identify themselves as bi-racial or bicultural. Study of multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality and/or religion, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process. Study of multicultural counseling theories and techniques, including counselors' roles in developing cultural self-awareness and cultural competency and sensitivity, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination. This includes the study of human behavior within the social context of socioeconomic status and other contextual issues affecting social position and an understanding of the effects of socioeconomic status on treatment and available resources.

**MFT 565: Theories of Social Analysis and Change for MFTs (4 semester units)**

Study of several theories/perspectives on social change, and analysis of the strengths and limitations of these ideas as they pertain to some of the issues and problems of special concern to the student in his or her planned areas of professional practice. [Required for WISR Students, even though not required for MFT or LPCC licensure. Can count as Advanced Study for LPCC students.]

**MFT 567: Professional Ethics and Law (3 semester units)**

Study of legal and ethical issues and standards involved in the professional practice of marriage and family therapy in California, in particular, and in the field of mental health and professional counseling in general. This includes an examination of ethics and laws that regulate and delineate the profession's scope of practice; therapeutic and practical considerations involved in legal and ethical practice as a licensed MFT; licensing law and process in California, study of the broader legal trends and ethical debates in the health, mental health, and human service professions; ethical and legal issues bearing on counselor-client relationships (e.g., scope of practice, counselor-client privilege, confidentiality, treatment of minors with or without parental consent, and when a client may be dangerous to self or others); and issues arising out of the counselor's sense of self and personal values, in relation to professional ethics and law. Includes the study of regulatory laws and functions and relationships with other human service providers, and of strategies for collaboration and advocacy processes needed to address institutional and social barriers that

impede access, equity and success for clients, as well as the study of the application of legal and ethical standards in different types of work settings.

**MFT 569: Aging and Long-Term Care (2 semester units)**

The study of aging in contemporary society encompassing elder abuse and neglect, long-term care, intergenerational relations, biopsychosocial aspects of aging such as the development of neurocognitive disorders, including dementia. Study in this area requires at least 10 hours of seminar participation and/or mentoring instruction

**MFT 571: Addictions Counseling (3 semester units)**

Study of theories and research on addiction and abuse of a variety of substances, including alcohol, prescriptions and illegal drugs, as well as such process addictions as the internet and gambling. Study of co-occurring disorders and major approaches to identification, evaluation, treatment and prevention of substance abuse and addiction, legal and medial aspects of substance abuse, populations at risk, the role of support persons that compound or support addiction, as well as support systems and community resources offering screening, assessment, treatment, and follow-up for the affected person and family. Special consideration is given to recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

**MFT 575: Psychopharmacology (3 semester units)**

Study of the use of psychotropic medications in the treatment of various psychological disorders. Examination of the role of the psychotherapist and psychotherapy in the use of such medications. Study of the biological bases of behavior, basic classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Study of specific medications that are used in the treatment of psychiatric disorders, including antidepressants, mood stabilizers, anti-obsessional, antipsychotic and antianxiety drugs, and how they are used in conjunction with psychotherapy, as well as the abuses of drugs in each category.

**MFT 577: Psychological Testing and Therapeutic Appraisal and Assessment (3 semester units)**

Study of theories and applications of commonly used psychological tests for family and individual assessments. Covers cognitive and personality testing as well as looking at specific tests related to assessing for depression, anxiety and other DSM V axis 1 and 2 disorders. Also, the study of statistical significance in psychological testing, and the uses and limitations of such tests. Includes basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. In addition, the study of assessment and appraisal of client needs, including but not limited to the client's strengths and available resources, and also their family, social/contextual and personal challenges. Furthermore, students receive guidance in studying assessment and appraisal "across the

curriculum"—that is, for example, by studying how "assessment and appraisal" is practiced and used in such areas as alcoholism and substance abuse, cross-cultural counseling, and human development.

**MFT 579: Case Management, Advocacy and Collaborative Treatment (3 semester units)**

Study of case management, systems of care for the severely mentally ill, public and private services and supports available for the severely mentally ill, community resources for persons with mental illness and for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment. Study of the role of case management, advocacy and collaborative treatment in providing recovery-oriented care and service in recovery-oriented practice environments.

**MFT 581: Crisis and Trauma Counseling (3 semester units)**

Examination of types of trauma and crisis—resulting from such varied causes as natural disasters, social upheaval and unrest, car accidents, interpersonal violence, secondary trauma (e.g., observation of trauma), loss of home or loved ones, among others. Theories and methods of immediate, mid-term and long-term interventions. Includes crisis theory, multidisciplinary responses to crises and therapeutic responses to trauma. Assessment strategies for clients in crisis and principles for intervention for individuals with mental or emotional disorders during times of crisis, emergency or disaster. Specifically, the study of somatic, physiological, and neurological dynamics, as well as cognitive, emotional and behavioral considerations—and the interrelations of all these. The role of multidisciplinary assessment and treatment, and strategies for helping trauma survivors to identify and access their own individual, and community, sources of strength and resilience, in order to cope with adversity, trauma, threats, tragedy, or other stresses. Consideration of the impact of trauma and crises on entire families, communities and societies, and the role of larger scale interventions. Examination of complications from multiple traumas and/or traumas experienced by people with pre-existing emotional challenges and conditions. Study of resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

**MFT 591: Supervised Practicum in Psychotherapeutic Techniques (minimum 6 semester units\*)**

This involves supervised work by the student in the assessment, diagnosis, prognosis and treatment of premarital, couple, family, and child relationships, within the scope of practice of a marriage and family therapy trainee. Students also discuss and critically reflect on issues, challenges and insights arising out of their practicum: 1) in seminars, which regularly allocate time to for faculty to teach about and for students to reflect on and discuss clinical cases, 2) in individual advising sessions with WISR faculty, and 3) in the two papers they write on their practicum experience. In the practicum and in the reflective papers, students learn about applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment and maladjustment, health and wellness promotion, professional writing (including documentation of services, treatment plans and progress notes), how to find and use resources, and other counseling interventions. Students are encouraged to seek out a practicum that will give them experience in

working with low-income and multicultural populations--through the practicum experience, students are expected to give great attention to developing those personal qualities that are intimately related to the counseling situation, including integrity, sensitivity, flexibility, insight, compassion and personal presence.

**\*Credit: Minimum of 6 semester units based on completing the required 306 hours of supervised practicum, along with the required term paper and seminar participation. One additional semester unit awarded for each additional 51 hours of supervised practicum, over and above the 306 hours minimum required.**

**MFT 597: Master's Thesis (7 semester units)**

The Master's thesis is an in-depth study of a topic of strong interest to the student, and one that generally helps the student build bridges for him/herself to the next important things she or he wishes to do with her/his life—as a professional, and a leader. The student makes use of what he or she has learned at WISR about action-research methods to do a serious and substantial inquiry that involves some original data collection by the student. It is an inquiry that is based on action and/or that has action implications of some significance to the student and/or others. In particular, Master's thesis makes a worthwhile contribution to the professional field. [The Master's Thesis qualifies as advanced studies toward the LPCC license.]

**The following are specific, expected outcomes for the Master's Thesis:**
● Students will build on, critically reflect on, and synthesize many of the things they have learned previously—during their MFT studies at WISR, and delve more deeply into a specific topic of significance to themselves and to others in the field.
● The scope and depth of the Master's Thesis should demonstrate expert knowledge of the topic studied, based on the student's experiences, a literature review, and the collection and analysis of some original data.
● Students will demonstrate their ability to use action-research methods in the conduct of a project that is important to them and to others in the field.
● Students will use their Master's thesis—the process and/or outcomes—to build a bridge to the next significant things they plan to do in their life and professional work.
● The scope and depth of the Master's Thesis should demonstrate expert knowledge of the topic studied, based on the student's experiences, a literature review, and the collection and analysis of some original data.
● Since the thesis is the culmination of Master's studies, students will demonstrate their competencies in many of the MS in Psychology program's overall learning objectives--especially in the areas developing skills and knowledge as a self-directed learner, expertise in methods of participatory and action-research, ability to communicate clearly and meaningfully to one's audience(s), ability to pursue successfully employment and/or leadership roles in the community, and expertise in marriage and family therapy as well as in one or more areas of specialization.


# Description of Courses Required for LPCC Students

**These Courses Are Required for Students Pursuing the LPCC license, recommended but not required for other students.**

**MFT 583: Career Development (3 semester units)**
Career development theories and techniques, including career development decision-making models and interrelationships between work, family and other life roles and factors. Includes study of the role of multicultural issues in career development, what is a career, points where people seek career counseling, and issues involved in successfully providing career counseling.

**MFT 585: Group Counseling (3 semester units)**
Group counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods and evaluation of effectiveness. Includes history of group psychotherapy, creating successful therapy groups, therapeutic factors and mechanisms, selection of clients, preparation and pre-group training, group development and process, therapist interventions, reducing adverse outcomes and the ethical practice of group psychotherapy, concurrent therapies, and termination of group psychotherapy.

**MFT 589: Advanced Study of Cross-Cultural/Multicultural Counseling and Needs/Issues with Special Populations (5 semester units)**
This course involves further, advanced study of the complexities of the topics initially addressed in "Cross-Cultural Counseling." Includes in-depth, advanced study of specific needs and treatment issues involved in working with one or more special populations.

**Note: MFT 597: Master's Thesis [7 semester units] counts toward units of advanced study for LPCC requirements.**

# Transfer of Credit and Admissions

## Admissions

## Transfer of Credits

# DOCTORAL PROGRAM in HIGHER EDUCATION AND SOCIAL CHANGE

## About The EdD Program in Higher Education and Social Change

**WISR's largest program has always been our Doctoral program\*** (***an EdD program for students entering on or after June 1, 2013, previously a PhD program***) **in the emerging, interdisciplinary field of "higher education and social change."**

\*Effective June 1, 2013, WISR admits all new doctoral students to an EdD program, while previously enrolled doctoral students complete their PhDs—we made the decision to switch the PhD program to an EdD program to enable us to explore the possibility of seeking national accreditation with an agency approved to accredit professional doctoral degrees.

That program provides advanced, individualized learning and professional training for educators, community service professionals, community and intellectual activists, and other adults who are concerned with the relations among social change, education, psychology, and community service or community leadership and development–in everyday practice. It is especially aimed toward people who are concerned with serious inquiry, and inquiry-based action in order to educate fellow professionals and/or the general public in specific ways that will also lead to constructive, broad and long-term social change. It enrolls students who hold positions of leadership in public and community agencies, who are or who eventually become college instructors and professors, and who are self-employed consultants, workshop leaders, and published writers on topics of professional concern.

This is a new, emerging interdisciplinary field of study–pioneered to a great extent by WISR over the past 40 years since our founding in 1975.

## Examples of specific student post-graduate objectives have been:

○    **Writing books and articles** to educate professionals, scholars, and/or lay people about issues, ideas and practical strategies in the fields of psychology, community development and human services, education, ethnic studies, society and media, social sciences, intellectual activism and/or strategies and ideas about social change;

○    **Designing and/or conducting training sessions, continuing education courses, consulting programs, and other educational offerings including the use of the internet and technology** (e.g., through blogs, wikis, social and community online networks)—for the range of groups noted above;

○    **Preparing to teach in innovative college and university programs;**

○    **Promoting one's personal and intellectual growth as an intellectual activist, as a leader of a community organization, or as a creative professional**;

○    **Engaging in action-oriented inquiry to advance knowledge** in such areas as–ways to meet the needs of low-income and ethnic-minority communities, strategies of social policy

formation or larger scale social change, formulation of cutting-edge improvements in professional practices in therapy, education or social services, among others; and,

○      **Pursuing a variety of other creative endeavors using action-oriented inquiry and adult education to bring about constructive social change.**

**Students in the Doctoral program critically examine, and strive to bring about change through action-oriented inquiry into:**

○      existing programs and institutions;
○      innovative models and practices;
○      the social/cultural/political conditions that influence institutions and programs, local communities, and professional practices; and,
○      the creative potential of new kinds of learning and teaching processes.

These educational processes may directly or indirectly influence students; educators; professionals in community services, public policy or counseling; clients of community organizations and professionals; and the general population. **Examples of areas of concern to WISR Doctoral students are:**

○      multicultural education,
○      community-based adult literacy programs,
○      health education in the face of health disparities,
○      the educational effectiveness and social impact of grassroots organizations as well as self-help groups,
○      the professional, continuing education of counselors concerned with personal and global trauma, sometimes using somatic as well as verbal approaches to therapy,
○      confronting the challenges and social inequities facing people in impoverished countries and disenfranchised communities,
○      creative and effective strategies of intellectual activism, and
○      the educational practices in formal school and college settings.

The Doctoral program in Higher Education and Social Change has graduated dozens of students, who have since distinguished themselves as authors of books, college professors, intellectual and social activists, and community and professional leaders since the first person enrolled in 1976.

**After successfully finishing 45 semester units of course work, with extensive opportunities throughout to pursue personalized interests and studies during the course work, the student completes his or her program by conducting action-oriented research and writing a dissertation that is a creative, inquiring project of strong personal significance, of some importance to others, and a springboard for the next steps in the student's work and life.**

## Mission, Goals and Outcomes of the Doctoral Program

## Mission of EdD Program

This is an exceptionally innovative and extremely distinctive program of advanced, interdisciplinary and personalized studies, and it aims to prepare students for positions, careers, and/or community involvement in leadership and creative change through the use of innovative

strategies of adult and higher learning. WISR students are strongly motivated people, who find WISR's learner-centered methods well-suited to their needs and purposes, and who are confident that WISR can help them to achieve a high level of expertise in action-research and in their chosen field(s)—in community leadership and education, and their particular areas of professional practice.

This program, like all of WISR's educational programs, is suited for learners with many different types of future goals, including but not limited to: changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, or making contributions to others and to the larger community as an unpaid expert drawing on one' professional knowledge, skill and talents.

For example, WISR EdD students may aim to promote and excel in the advanced education of professionals, adult continuing education, parent education, lay and community education, life coaching and relationship coaching, adult literacy, foreign language instruction, and global and international education; as instructors and faculty in colleges and universities, in working on curriculum development and reform in adult and higher education, the education of special populations with special needs, and the use of the internet, multimedia and mass media for education. WISR's EdD program is especially suited to students who are interested in the role of education in working toward social changes for justice, sustainability and multiculturalism, either inside and outside of established institutions of higher and adult learning. Graduates of this program may aim to seek employment in non-profits, schools, businesses, colleges, professional associations and educational groups, nongovernmental organizations, or to start their own organizations or become self-employed. *WISR encourages people to apply whose purposes and interests re within the scope of our EdD program's offerings, and who are aiming to develop distinctive career niches for themselves.*

## Mission and Context

Program goals are guided by several important considerations:

7. WISR's EdD in Higher Education and Social Change program goals, outcomes and curriculum is guided by WISR's institutional vision to be a "hub for community-based, social-action organizations and leaders that use higher learning and adult education to bring innovative theory into action for positive social change."
8. In addition, WISR's EdD in Higher Education and Social Change program goals, outcomes and curriculum is guided by WISR's mission and the learning "meta-competencies" that are derived from WISR's missions and values, that is, self-directed learning, action-oriented inquiry, multiculturalism, social justice, effective communication and collaboration, and the value of using one's studies to build bridges to the future.
9. Finally, in implementing the program goals through program outcomes, course outcomes, module outcomes, and measures, indicators, and evaluation rubrics, we draw on the first two areas of consideration, and also on the knowledge gained through WISR's history of offering academic degree programs for innovative educators wishing to innovate in colleges and universities, professional education endeavors, and/or in popular, community-based adult education, while also aiming to contribute to larger social change. This

knowledge is augmented by the collective academic and professional experience and knowledge of WISR's faculty.

## Program Goals

1. Based on the perspective that theories and strategies of education have an important role to play in making improvements in professions, community-based programs, local communities, and the larger society, this program aims to develop people who can make creative contributions in theory and practice toward these efforts.

   Learners in this program will:
2. Become critically informed and knowledgeable about a variety of theories, key concepts, evidence-based findings, and practices pertaining to "Higher/Adult Education" leadership and innovations, as indicated by an understanding of the strengths, limitations and ways in which they can be applied in one or more of the following settings: colleges and universities, programs of professional education, and/or community-based adult education.
3. Learn about the possible roles of adult learning in contributing to larger societal changes toward greater justice and the promotion of diversity and inclusiveness.
4. Become creative in skillfully promoting adult learning, for the benefit of both the learners and the larger society, by developing the qualities of *"proficient" expertise* as defined by the Dreyfus Model of Knowledge and Skill Development** [see below].
5. Develop creativity toward effective practice in at least one area of specialization within the interdisciplinary domain of "higher/adult education and social change."
6. Develop an awareness of how educational innovations can work toward societal improvements that are mindful of a) multicultural concerns and perspective, and b) possible contributions to larger-scale changes for social justice, equality and/or environmental sustainability.
7. Develop skills of "learning how to learn"—by using methods of action-research, abilities in self-directed learning, and capacities for critical thinking and improvisational problem-solving--to advance their specialized knowledge and skills for effective practice as an educational leader.

## EdD Program Learning Outcomes

**A: EdD Program-Specific Learning Outcomes**
The student will:

11. Understand applications of research, theories, key concepts, and professional practices in adult/higher education, and the possible roles of education in societal change. Key areas in which the student must demonstrate an understanding include, quite notably:
    a. Education to promote diversity and inclusiveness.
    b. Theories and philosophies of education.
    c. The possible roles of education in contributing to social justice, human dignity, equality, and/or environmental sustainability.

d.   Theories and practices in one or more of the following areas: higher education, professional education, and community-based popular adult learning.

2.   ==Evaluate key theories and methods of educational innovation and social change==, as indicated by
    a.   Evaluating the strengths and limitations of a variety of educational theories and practices,
    b.   Evaluating the circumstances in which specific educational theories and methods are likely to be usefully applied.

3.   ==Apply skills of conscious and deliberate planning in pursuing goals as an innovative educator or leader==, as indicated by making critical comparisons of alternative courses of action, for example in course-based action-research projects. In doing so, they will:
    a.   Evaluate the relevance and efficacy of their recommended plan(s) of action.
    b.   Evaluate uncertainties and dilemmas faced by others in the field, and
    c.   Evaluate directions for inquiry to investigate alternative courses of action growing out of these dilemmas, uncertainties, and complexities.

4.   ==Create new theoretical applications and strategic practices in at least one area of specialization==, and within one specific setting, aiming to promote educational improvements that might contribute to greater societal or community well-being, as indicated especially by an in-depth inquiry during the Doctoral Dissertation. [Note: This outcome builds on the understanding achieved in outcome #1.]

5.   ==Apply skills of doing a creative, critically minded and comprehensive review of the literature in an area of special interest to the student==, as indicated by:
    a. applying a variety of strategies for searching for relevant sources
    b. evaluating quality and credibility of sources
    c. effectiveness in discussing and presenting findings, gaps in knowledge, limitations
    in      existing research, and directions for future research
    d. formulating some original concepts or questions for further action and inquiry.


**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through their course-based action-research projects, their written assignments in courses, their ongoing dialogue with faculty and the oral exams in each course, in the dissertation, and in their collaborations with others, such as in seminars and the online forum.

***

In addition to the above-mentioned EdD program-specific PLOs, EdD students must demonstrate the following general PLOs:
**WISR General Program Learning Areas and Outcomes for EdD Students**

The student will:

**B: Self-Directed Learning.**

<mark>Demonstrate skills as a self-directed learner</mark>, as indicated by critically minded, intentional, and improvisational learning in doing their course assignments and dissertation.

**C: Action-Research.**

<mark>Engage in creative and critically informed uses of methods of participatory and action-research</mark> in the pursuit of new, specialized knowledge and proficient practices, especially as indicated through their action-research projects and dissertation.

**D: Multiculturalism and Inclusiveness.**

<mark>Demonstrate an awareness of issues of diversity and inclusiveness</mark>, by showing a sensitivity to the issues involved in working as an adult educator with diverse populations, as indicated in their writing, dialogue, dissertation, and/or action-research projects.

**E: Social Change and Justice.**

<mark>Analyze the connections of educational practices that are both impacted by and aimed at addressing various community or societal problems and challenges</mark>--by showing in their writing, dialogue and/or action-research projects that they are inquiring into ways of creating change for social justice, greater equality and environmental sustainability, as part of the pursuit of specialized knowledge and effective leadership and innovation.

**F: Communication and Collaboration.**

7) <mark>Demonstrate skills of clear and engaging written communication</mark>, by a) writing clearly and in a well-organized fashion, b) showing that they can intentionally identify and communicate to a chosen audience(s), and c) using their own voice on topics that matter to them.

8) <mark>Demonstrate skills of effective oral communication and collaboration</mark>, as indicated in a) their action-research projects or dissertation with people from more than one background, and b) in seminars and informal dialogue with other students and with faculty, and

9) <mark>Produce a dissertation</mark> that can be used by others to work for valuable improvements and change, and also that is of sufficient quality to be considered seriously for <mark>professional publication</mark>

**G: Build Bridges to the Future.**

5) <mark>Demonstrate an awareness of employment opportunities, of if they prefer, meaningful volunteer opportunities</mark>, as a leader and innovative adult educator in an institutional or community setting, appropriate to their specialized capabilities, experience, and interests.

6) <mark>Begin building bridges, i.e., specific action steps, to their post-graduate involvements</mark>, especially as indicated in their action-research projects and Doctoral Dissertation.

**Evaluation of these outcomes**. These outcomes will be evidenced in the written assignments for each course--and guided and evaluated by course learning outcomes and module learning outcomes within each course. They will also be evaluated and evidenced through the student's practicum, their course-based action-research projects, their ongoing dialogue with faculty and the oral exams in each course, in the dissertation, and in their collaborations with others, such as in seminars and the online forum.

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**\*\*Paradigm to Conceptualize Development of Expertise through Learning that Builds on and Integrates the Achievement of Program Learning Outcomes—The Dreyfus Model**

*The Dreyfus Model is Used to Evaluate the Effectiveness of WISR's Degree Programs, and to conceptualize the interconnections of degree program learning outcomes. The stages of the Dreyfus Model that are used at WISR are*
> 5) *the stage of "competent" serving as an orienting learning goal to guide students and faculty in the Master's programs at WISR, and*
> 6) *the stage of "proficient" providing an orienting learning goal for students and faculty in the Doctoral program.*

*From time to time, we have seminars on this Model at WISR, to engage students and faculty in reflecting on and discussing how to make use of it to aid learning at WISR. Here are a few highlights to consider.*

**The "competent" expert** comes to appreciate that simple recipes do not adequately address the nuances of, variations in, and complexity of real-life situations. As Master's students progress in their studies, and are engaged in many levels of learning—for example, the levels articulated in Bloom's taxonomy: understanding, applying, analyzing, evaluating and creating—their behavior and learning are increasingly characterized by the following indicators of the "competent" stage of expert knowledge and skills. They:
- Engage in *deliberate planning*
- *Understand the importance of each specific context/situation*
- Use *guidelines, not rules, to determine their actions*
- Are emotionally-*involved in the outcomes* of their actions (a strong sense of *Responsibility) (commitment)*
- Use what they see to be the most valuable and *"relevant perspectives" for each situation,* rather than relying on rules. They may not have the creativity of a proficient expert to develop a new theory or strategy, but they will strategically analyze and evaluate what they have learned to make an educated choice about what they see to be the situationally most appropriate action or plan, from among their knowledge of the "available alternatives." So, they:
- *Analyze and evaluate what they have learned,* and then also *make judgements based on their experiences*

**Doctoral students achieve the stage of the "proficient" expert**, including the *capacity to develop new theories and new approaches to practice as a result of the further development of several, key skills and qualities of learning*, all of which are aided, especially, by the strong, and continual,

emphasis at WISR on a transformative approach to action-research in every doctoral course. This includes:

- *a focus on involved understanding and inquiry*—emotional engagement in not only the outcome of one's efforts ("responsibility) but also in the process of inquiry itself (where the learner develops a stronger sense of their *own voice*, *commitments* to their purposes and values, an almost ever-present *curiosity to learn more, and to improvise* (revise and re-formulate) the next steps in both action and inquiry.
- *a creative search to look for patterns, to use holistic analysis in addition to* analysis by dissection, or in addition to breaking ideas and information into separate parts. This, in turn, leads to:
- *an awareness of the "bigger picture"*—specific concrete situations are evaluated with a conscious consideration of their connections with the larger context.
- *a search for a variety of sources of data and experience*—this is the opposite of tunnel vision, and WISR's approach to action-research requires that students learn how to "sample for diversity"—that is, look for data, for observations, applications and experiences, that reflect a wide range of possibilities.

It is important to note that these sophisticated and complex learning processes must grow out of a solid foundation and knowledge of a variety of theories and practices, and the ability to evaluate those theories and practices. **The qualities of the <u>competent </u>expert are very important as a <u>foundation for</u> the development and learning toward being a <u>proficient</u> expert.** So, even in WISR's doctoral program, significant attention is given to further developing solid foundational knowledge of theories and applications in the field of higher education and social change.

So, along with the key skills and qualities of learning noted above, the achievement of the <u>"proficient"</u> **level of expert knowledge and skills is indicated by the learner doing the list below. And, it should be noted that these actions are critical if one is to make creative contributions to one's field of specialization and major area of expertise!** The proficient learner

- Prioritizes aspects of situations
- Seeks out, and is exposed to, an increasing variety of situations
- Critiques, re-evaluates, and often changes goals [not just changing their method to achieve a fixed goal]
- Is emotionally-involved in the effectiveness of their process of inquiring and understanding (not just involved in the result or outcome)
- Evaluates past successes and failures, as part of their engaged action-and-inquiry.
- Uses maxims, or broad principles, *and also adapts the maxims to situations* (which is the first step in creating new theories and new practices).

To learn more about the Dreyfus model go to: https://www.nateliason.com/blog/become-expert-dreyfus and
http://www2.psych.utoronto.ca/users/reingold/courses/ai/cache/Socrates.html

And also: Chapter 5, *Cases and Stories of Transformative Action Research.* Bilorusky, J. Routledge Press, to be released April 21, 2021.

## Admissions

## Transfer of Credits

## Orientation to WISR

All entering EdD students must enroll in a three-semester unit course on "Learning the WISR Way." In this course, students read articles about WISR's approach to learning, including self-directed, learner-centered education; discuss these articles with WISR faculty; interview alumni and currently enrolled students to learn more about WISR's approach to learning.

Description and Goals: This is an introductory course, required of WISR students in all degree programs, which is designed to enable students to progress more effectively toward the successful completion of the degree program at WISR, so that students can get the most from their WISR education—in pursuing their learning passions and career interests, in developing the core meta-competencies valued at WISR, and in building bridges for themselves to the next significant things they wish to do in their lives. Students read and study the methods of "Learning the WISR way"–studying the theories and strategies of WISR's approach to transformative learning for professional and community leadership, as well as learning from stories and specific examples drawn from the experiences of other WISR students.

Also, students are introduced to methods of note-taking and writing in their own voice, as well as the use of professional conventions in formal writing and strategies of effective online research. In this course, students reflect on, discuss and write about what they are learning in the course, and the culminating papers are a reflective autobiographical essay, a preliminary educational plan and a self-assessment inventory of strengths, challenges, needs, and opportunities in the pursuit of their future goals and learning.

In writing these papers, students must include a statement of how and why WISR's self-paced, learner-centered methods are appropriate for them—with fewer hours in traditional, large classrooms, and more time spent for 6 or more hours per week in one-on-one mentoring sessions and small group seminar discussions.

*Distance learners must include in their autobiographical statement, learning plan, and self-assessment, an analysis of how and why distance learning at WISR is feasible for them, and will result in their being able to meet their needs and accomplish their goals.*

These statements are to be discussed, reviewed and approved by at least one member of the WISR EdD faculty.

Finally, this course is also used to introduce and orient new students to 1) WISR's career center and resources, and 2) WISR's library resources, the library resources of other libraries and online databases which WISR will enable or help students to access.

# Regulations regarding WISR's EdD Program

## Length of Study

The vast majority of WISR students are mature adults with significant work and family responsibilities, time demands and commitments. Most students will progress at a rate approximately equivalent to half-time enrollment. WISR's tuition is very affordable, even in comparison to other private institution's rates for half-time enrollment. All WISR students pay the same tuition, and those students who are able to pursue their studies with an intensity and at a pace comparable to students who are seriously engaged full-time students will very likely be able to graduate in 40 to 50 percent of the estimated time for studies in WISR degree programs. For many students pursuing a Doctoral degree at WISR, the length of study at WISR may be as much as 6 years, unless they are able to study at the intensity of a seriously engaged full-time student. Some students complete the doctoral program in about three to four years. Some students complete the doctoral program in about three to four years. Faculty review student progress semi-annually to facilitate each student's efforts to complete their degree within this maximum amount of time. Students who are consistently engaged in their studies, but who are slowed down due to disabilities or other extenuating factors may petition WISR faculty for permission to take somewhat longer than 6 years to complete their studies.

*In addition, doctoral students enrolling after March 1, 2018 must complete their studies within 10 years, including any time off for leaves of absence.*

In all cases, faculty will strive to support students in their efforts to complete their degree in a timely manner, while also benefiting from their studies at WISR in ways that will help them build bridges to the next important life goals.

The maximum period to be enrolled in the doctoral program is 9 years,* and in any case, *doctoral students enrolling after March 1, 2018 must complete their studies within 10 years, including any time off for leaves of absence*. In all cases, faculty will strive to support students in their efforts to complete their degree in a timely manner, while also benefiting from their studies at WISR in ways that will help them build bridges to the next important life goals.

*These program length expectations do not include any time off for leaves of absence due to matters resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of six months, during which time the student does not pay tuition, and during which time the student may not receive credit for any efforts related to their studies at WISR. The student pays a $600 re-enrollment fee when resuming their studies.

## Faculty Review of Student Progress

# Evaluation of Student Progress and Graduation Review Boards in the Doctoral Program

## The Role of the Review Board in Evaluating Doctoral Student Achievement of Program Learning Outcomes and Their Readiness to Begin the Final, Dissertation Phase

**1. The Qualifying Exam**. First, three WISR faculty members review the doctoral student's completed projects and coursework, after all of the courses required for the degree program have been completed (except for the dissertation and the exam/dissertation readiness "course").The purpose of the review is to determine if the student has either completely achieved degree program outcomes, or sufficiently to be able to finish achieving those outcomes while doing their dissertation. In this way the faculty are evaluating if the student is prepared to undertake the rigorous study required for a doctoral dissertation, and to focus their attention on the dissertation, and on achieving any modest added progress toward degree program outcomes required and identified by faculty.

Based on their review of the student's completed coursework, the faculty conduct an oral exam to see if the student is ready to proceed to the Comprehensive Exam Phase, outlined in the two-unit course, EDD 693: Comprehensive Assessment of Student Learning and Plans for Dissertation and Beyond. To evaluate the student's coursework and the student's oral exam, they use the Rubric, below for the Qualifying Exam.

If the student fails the Qualifying Exam, faculty will prepare a list of steps for further study and writing that the student needs to take, which must be completed within two months. If the student fails a second time, they will be placed on a tuition-free leave of absence, during which time they will still have faculty support. The student may request a third exam at any time, and if they pass the exam, they will be re-enrolled, without having to pay re-enrollment fee, and will proceed to exam step #2, the Written Comprehensive Exam.

**2. The Written Comprehensive Exam.** The student also engages in a thoroughgoing review, critical reflection, and written analysis of what they have learned thus far—on how the WISR learning process has helped them to learn in areas of the doctoral program degree learning outcomes. The specific directions to guide the student in the written exam are as follows:

The student will:

Write a comprehensive self-assessment paper that evaluates, organizes and synthesizes their learning thus far during their doctoral studies. In that paper, the student will:

•	Articulate and write a critical and well-informed statement about their field(s) of specialization that includes details and nuances beyond broad generalizations.

- Articulate and explore several insights and questions about this emerging, interdisciplinary field of "higher education and social change" and about their area(s) of specialization in particular that their review committee considers to be at the level of proficiency and to be promising of leading toward new knowledge and/or practices;

- Demonstrate the depth and breadth of their perspectives on what they've learned, and how they plan to build on this knowledge as they move forward toward their goals; and

- Articulate and discuss the evidence of the extent to which they have addressed each degree program learning outcome.

**3. Oral Comprehensive Exam.** The student then discusses their reflections and written analyses with three WISR faculty members—assessing their breadth and depth of knowledge in the area(s) of primary interest, and in the interdisciplinary field of higher education and social change, as well as their skills in action-oriented inquiry and knowledge-building, in preparation for undertaking the dissertation.

Evaluation for steps #2 and #3, the three WISR faculty members, all of whom must have accredited doctoral degrees, conduct a formal evaluation of the student's written comprehensive exam (the written analyses submitted by the student, noted above), and follow this with an oral comprehensive exam. The Rubrics used in evaluating the student for can be found below.

The oral exam will proceed as follows:

Using the comprehensive self-assessment as evidence and as a starting point for discussion in the oral exam, the student will show the review committee that they have demonstrated proficiency and promise of creative work in the field. Specifically, the student will:

- identify and discuss convincingly those degree program learning outcomes which they already have met, and

- identify and a realistic plan for completing the remaining degree program learning outcomes during the dissertation process.

If the student's review committee determine that the student's progress and plans are sufficient, the student will be approved to submit their dissertation proposal. Otherwise, the committee will articulate for the student what further learning must be demonstrated before the student begins work on the dissertation. (See section below on "What happens when the student fails an exam"

When the student passes the Oral Comprehensive Exam, they will proceed to work on and then submit the Dissertation Proposal for review by the same three faculty.

**4. Dissertation Proposal**

The faculty will evaluate the dissertation proposal with the following criteria in mind. If the proposal does not meet all criteria, faculty will work to help the student to make the necessary improvements within a two month period of time.

•       The student will:

•       develop a coherent, well thought out plan for their dissertation to these six members of what will become their Graduation Review Board, and

•       will present a plan that meets standards for original, ethically-informed action-oriented inquiry, including

•       an appropriately thorough and targeted literature review,

•       a well-designed plan for collecting original data, and

•       well-formulated questions that reflect the student's interests and the potential to contribute to new knowledge and/or practices in the student's proposed area of study.

**Use of Rubrics . . .**

The three faculty serving on the Review Board and who are conducting the oral and written exams use a set of rubrics  to evaluate the student in each of the following stages of this process: 1) qualifying exam and the review of the student's previous coursework, and an oral exam of the student regarding what the learned and accomplished in that coursework; 2) the student's written self-assessment which includes articulation of evidence and critical analysis of their learning in each Program Outcome area and their plans for future learning, 3) an oral exam, using the student's written exam as a point of departure for dialogue, where faculty assess student achievement of program learning outcomes based on this comprehensive oral exam, and 4) faculty evaluation of the dissertation proposal.

What happens when the student fails an exam . . .

If the student fails to pass at any of these four levels, faculty will provide the student with a statement of the areas in which they must still demonstrate sufficient competence and knowledge in any content area or competency area related to program outcomes. One or two of the faculty will be designated to mentor and support the student in doing the necessary study and learning to pass the exam. The student may take the exam again as soon as they and the faculty feel they are ready. Similarly, students who fail at any stage, will receive support from faculty to help them

months (except for the qualifying exam which must be within two months) before progressing to the next stage. It should be noted that because of the rigorous requirements of each WISR course, the intensity and extent of personal mentoring of each student by faculty, the enormous body of writing required in each course, and the oral exam at the end of each course, it is very unlikely that a student will fail at any level. However, if the student fails at one or more exams, they should be

able to do the necessary added study and learning, with faculty help, in no more than two months to proceed to the next phase or exam, although there is no time limit.

If the student fails any exam a second time, they will be placed on a tuition-free leave of absence, during which time they will still have faculty support. The student may request a third exam at any time, and if they pass the exam, they will be re-enrolled, without having to pay re-enrollment fee, and will proceed to the next phase of exams.

As always, as per WISR's policies, students have the right to appeal the decision of their Review Board.

**Faculty Qualifications . . .**

The three WISR faculty, all of whom must have an accredited doctoral degree, evaluate the student's dissertation proposal to determine if the topic design and procedures meet the Institute's academic standards for quality action-inquiry and promise in contributing to others and to the student's future life plans. They also refer the proposal to WISR's IRB for either an expedited review or a review by the full IRB.

Then, the three faculty members' then sign and fill out the form, "Evaluation of EdD Student Performance—Written and Oral Comprehensive Exams, and Dissertation Proposal—EdD 693."

# The Role of the Graduation Review Board at the Dissertation Stage

Once the proposal is approved, an outside expert in the area of the student's dissertation topic joins the three faculty on the Review Board, and makes their suggestions for revisions and improvements in the proposal. The rubric used in evaluating the student's dissertation proposal is included in the document at: https://www.wisr.edu/wp-content/uploads/2020/06/Rubrics-for-qualifying-exam-comprehensive-exams-and-dissertation-proposal.docx

It is recommended that each student identify two or more current or former WISR students to serve as a peer support group and added source of feedback during the dissertation process.
Doctoral students must include on their Graduation Review Board, three WISR faculty members, all of whom must have earned accredited doctoral degrees, on their Graduation Review Board; however, one of the faculty may hold a WISR doctoral degree, as well as an outside expert in the area of their dissertation topic. Faculty serving on a Graduation Review Board shall have been active in their field of scholarship or profession during the five-year period preceding their participation on the Review Board.

**The Doctoral student's Graduation Review Board provides feedback and support throughout the process**–from the dissertation proposal stage through the two or three drafts of the dissertation to the final approval of the dissertation. **The final Graduation Review Board**

meeting is scheduled once all members are ready to approve the dissertation, and the meeting is used:

○        to provide a celebration of the Doctoral student's accomplishments,
○        to validate that the student is responsible for having done their dissertation work,
○        to substantively discuss the dissertation, including its methods and findings,
○        to provide the student with a sense of closure, as well as an opportunity
○        to look to the future and to examine the ways in which the dissertation experience and outcomes can be used to support the student's future endeavors.

Doctoral students submit a self-evaluation of their experiences throughout the program, including an examination of their future plans and a critical examination of WISR's strengths and limitations in contributing to their learning.

# The EdD Curriculum

## Requirements

45 semester units of coursework, including "Advancement to Candidacy" [Assessment of Student Learning and Plans for the Dissertation and Beyond] (2 units), 28 semester units of required courses, and 15 semester units of electives, followed by 15 semester units for the dissertation [* Indicates required course]

*Orientation—Learning the WISR Way (3 semester units) [pursued upon enrollment, unless the student has previously been enrolled at WISR]

*Action-Research Methods for Scholarly, Professional and Societal Contributions (5 semester units)

*Advanced Theory and Practice of Education and Social Change: Theories, Issues and Practices (5 semester units)

*Advanced Studies in Multiculturalism (5 semester units)

*Review and Assessment of Knowledge in One's Particular Field(s) of Specialization (5 semester units)

*Comprehensive Assessment--of Student Learning and Plans for Thesis and Beyond Graduation (2 semester units)
1.        Assessment of Learning and of Achievement of Program Learning Objectives During Pre-Dissertation Courses, and
2.        Building Bridges to the Future and Dissertation Proposal

*Dissertation (15 semester units)

4 courses (5 semester units each), distributed as follows:

*At least one of the following three courses (5 semester units each):
- Advanced Studies in Higher Learning, or
- Advanced Studies in Professional Education, or
- Advanced Studies in Adult Learning: Popular and Community Education

*At least one of the following (5 semester units each):
- Advanced Studies in Theories, Strategies and Issues in Social Change and Community Leadership, or
- Advanced Studies in Critical Environmental Sustainability, or
- Advanced Inquiry into Human Dignity and Humiliation Studies

Possible 5 semester unit Elective:

Advanced Independent Study

## Course Descriptions

### EDD 601: Learning the WISR Way: Introduction to Transformative Learning for Professional and Community Leadership

This is an introductory course, required of WISR students in all degree programs, except for the MS in Psychology (leading to the MFT and/or LPCC license), which is designed to enable students to progress more effectively toward the successful completion of the degree program at WISR, so that students can get the most from their WISR education—in pursuing their learning passions and career interests, in developing the core meta-competencies valued at WISR, in fulfilling the learning objectives for their chosen WISR degree program, and in building bridges for themselves to the next significant things they wish to do in their lives. For Doctoral students, there is also critical analysis of how WISR's mission and learning methods apply to adult education in general.

### EDD 611: Action-Research for Scholarly, Professional and Societal Contributions

This course will involve the student in developing the capability of independently designing and conducting substantial action-research projects, either on their own or with a lead role in collaborating with others. The course engages the student to do in-depth study, and critical analysis of a significant range of methods of action-research, including various methods of qualitative research and participatory research. This course will explore a variety of ways in which research can be combined with action—for example, in reflecting on the effectiveness of one's professional practices and community improvement efforts, doing program evaluations and community needs assessments, and using research in formulating new programs and policies. The course involves an in depth and critical analysis of key ideas in the logic of research design and scientific inquiry, including the concepts of validity and reliability—drawing on and critically examining parallels between the criteria for rigorous research in the natural sciences and for effective action-research used in professional practice and leadership in areas related to human services, education,

community improvement and social change. The course addresses the value of participatory action-research, which actively involves as colleagues in the entire research process, people whose lives are, or could be, impacted by the research and its uses. The courses guides students in studying issues and assumptions pertaining to the philosophy and sociology of knowledge, as well as an intensive examination of methods of data gathering and analysis from participant observation, interviewing, and storytelling. This should be one of the first three courses that the student studies during their degree program, because it provides a methodological foundation for studies throughout the degree program. Also, it is strongly recommended that that the student pursue this course concurrently with another course that requires a full-scale, action-research lab--so that the student can apply in greater depth some of the action-research methods that they are being introduced to in this course.

**EDD 642: Advanced Studies in Multiculturalism**

This course involves a study of societal dynamics, professional practices, and formal educational and informal learning processes in the society—to inquire about the ways in which they promote or impede multiculturalism. The course engages students in asking questions, such as "what is multiculturalism" and what does this have to do with social justice and optimal human development. The course examines the role of the cultural context in what transpires in professional practices, social institutions, and also in everyday life—and how this impacts learning, social justice, and human development. It includes the study of the impact of such societal forces as colonialism, imperialism, racism, prejudice, sexism and population diversity. Also, the study of the role of education, and particularly liberating learning methods, in addressing such forces. Specifically, critical analysis of such ideologies as "tolerance" and the "meritocracy." The course aims to promote a greater understanding of the dynamics of learning and unlearning racism, and the relevance of the psychological dynamics involved in "internalizing oppressor consciousness." Finally, the course provides the opportunity to learn multicultural perspectives and experiences about current issues and historical events, and to inquire into the larger challenges, issues and possibilities in promoting multiculturalism.

**EDD 646: Advanced Studies in Theories, Strategies and Issues of Social Change and Community Leadership**

This course involves a wide-ranging study of societal dynamics—how does social change happen? What forces contribute to social change, and in what different directions? The student will explore several different perspectives on social change and social theory/philosophy, as a foundation for then asking questions about the possible role of education in today's and tomorrow's society. The student will be able to choose from among a variety of specific topics, and then explore several in some depth. Among the options are: issues and ideas about economic justice; challenges in creating a more sustainable society to persevere the global environment; the impact of globalization; the promise and limitations of technological innovations; different approaches to addressing racism, diversity, marginalization of some groups vs. inclusiveness; trends and challenges pertaining to bullying, hate, and fear; the commodifying of emotions; among others. The student will be encouraged to develop his or her own perspective on social change—strategically and ethically, especially from the standpoint of the importance of education as a vehicle for constructive social

change. The course also includes an examination of approaches to community leadership, looking at theories and strategies, as well as specific practices employed by a variety of community leaders. It includes a consideration of strategies of organizational leadership, change and development, as well as some grassroots activist approaches to leadership, and also leadership from people acting as professionals in their fields of expertise. Community leadership is considered for its implications in the pursuit of social justice, democracy, and multiculturalism, and in the context of different communities and different times in history, including an in-depth examination of methods, practices and ideas about professional education. The course addresses community leadership in terms of uses of strategies of learning and education, and the role of intellectual activism. Students are expected to develop their own ideas about how to conceptualize and practice community leadership in the pursuit of their own purposes and in working with the communities with which they are concerned and involved.

**EDD 651: Advanced Theory and Practice of Education and Social Change–Theories, Issues, and Practices**

This course is in an in-depth examination of theories and methods of education, in general, and adult education, in particular. Quite importantly, "education" is studied in the context of history, current social issues, and the prospects and challenges for social change. For the purposes of this course, education is considered broadly, and includes the study of institutional higher education, professional education, popular/grassroots education, and the role of mass media. It also includes the study of American history, and themes of democracy, social injustices, and multiculturalism, and the relevance of education to these trends and concerns. More specifically, it involves the study of such important topics as globalization, climate change, societal conflicts, and specifically, racism and other forms of marginalizing and oppressing groups of people. This course draws on a critical examination of enlightenment philosophy, progressive era ideas such as those of John Dewey, the writings of Paulo Freire and bell hooks, as well as Giroux and Vygotsky, and the ideologies and philosophies in action of those who have promoted varied competing visions of the role of education in society and for social change. In this context, the course examines the role of education—as it has been, and as it might be, and students are encouraged to develop their own perspectives on the role of education in creating a better tomorrow.

**EDD 661: Advanced Studies in Professional Education**

This course is in an in-depth examination of methods, practices and ideas about professional education. It includes sociological and historical analyses of what professions are about—their goals, qualities and roles in society. It includes the study of different approaches to professional education, in various fields, and the role of methods of adult learning in contributing to professional education. Finally, this course provides a context in which the learner can explore and examine different career options for him/herself and for others, including a critical analysis of the roles and limitations of professions in contributing to the larger society and to constructive social change.

**EDD 662: Advanced Studies in Higher Education**

This course focuses on the theory and practice of higher education, including the history of US higher education, as well as current trends and issues and prospects for the future. Special topics to be addressed include: the differing criteria people use in assessing the quality of higher education and universities; the impact of current societal trends on role of universities in today's society; the connections between higher education and ideas about meritocracy. The development of knowledge, as well as the institutionalization and legitimization of knowledge through academic departments and professions; the role of higher education in a democratic society; and the role of higher education in perpetuating and challenging the status quo.

**EDD 663: Advanced Studies in Adult Learning: Popular and Learner-Centered Education**

This course focuses on the theory and practice of learner-centered education, especially as applied to working with a varied range of adults. Learner-centered education is increasingly used in different cultures and societies, and outside of formal educational institutions, such as schools and colleges. This course includes the study of the theories, and recommended practices, of such educators as John Dewey, Paulo Freire, bell hooks and Vygotsky, among others. Other topics include the dynamics of cognition and perception, collaborative learning, the role of storytelling and the importance of the social context in learning. The focus on "popular education" emphasizes the broad applicability of learner-centered approaches to adults from all walks of life.

**EDD 671: Advanced Inquiry into Human Dignity and Humiliation Studies**

Understanding the dynamics of dignity—and its violation through individual and systemic forms of humiliation—is crucial in today's highly interconnected world. Growing awareness of these dynamics brings to the forefront the realization that past social, political, and economic practices, once accepted and considered helpful, may now be perceived as deeply humiliating. This course will explore how today's rapidly changing social, political, and environmental conditions require us to dramatically alter how we participate in relationships. It proposes that escalating social instability, political unrest, violent conflict, economic injustice, and climate change can be the impetus to design innovative, sustainable, and *mutually dignifying solutions* to these problems. In particular, this course will examine how cultivating *systemic dignity*—at home and around the globe—creates space for mutually beneficial arrangements of relationships to emerge, relationships that provide for the full participation, growth, and development of all people while we seek sustainable solutions to global crises. Students will be expected to inquiry into ways in which their own area(s) of specialization may contribute to human dignity and/or to the study of human dignity and humiliation.

**EDD 681: Advanced Studies in Critical Environmental Literacy**

This course will focus on current critical environmental issues (both local and global), and explore several of the themes essential for citizens today that can be integrated into community and professional leadership roles, as well as personal contexts. Can we call ourselves an educated citizenry if we fail to address the challenges of environmental sustainability and planetary survival? Because the current model of "global economic growth" holds little regard for environmental sustainability and social justice, preparing people for the choices they face as citizens must be strongly linked to making the Earth a better place for all. This course provides an

understanding of the interdependence of people and ecosystems around the globe. We will look at how environmental issues negatively affect indigenous people and people of color disproportionately. In this course we will read and study documentary videos that present issues or dilemmas to inspire deep, and critical, reflection. These will include a variety of current and ongoing issues, not always covered by mainstream media. The course will ask students to reflect on and analyze the contributions to environmental sustainability that might be made by those concerned with higher education and social change, generally. Further, more specifically, students will be expected to formulate some creative ideas, questions, and/or strategies by which endeavors in their own area(s) of specialization may creatively contribute to environmental sustainability.

**EDD 689: Faculty Supervised and Guided Independent Study**

This elective course provides the student with the option to pursue independent study and/or an internship in professional or community leadership–in an area within the scope of this degree program, and of strong interest to the student. In particular, it is to provide the student with an opportunity to do further study in their area(s) of interest. The content and methods of the independent study must be of comparable rigor to other EdD program courses, and the student must: 1) obtain approval from a faculty member willing, and qualified, to supervise their proposed studies, and 2) obtain approval from WISR's Chief Academic Officer. The criteria for approval and the options are as follows:
1.      A supervised internship, practicum and/or action-research lab, for 1 to 5 semester units of elective credit.
2.      A course designed to cover content, not fully addressed, in the existing courses—either a substantially different area of emphasis (but within the scope of the EdD in Higher Education and Social Change), or a course that builds on an existing course, and goes into much greater depth. Two options (for elective credit):
a.      Reading, critical reflection and analysis, and writing for 3 semester units, or
b.      Reading, critical reflection and analysis, and writing, as well as a substantial action-research lab culminating in a term paper, for 5 semester units
The independent study, however designed, must demonstrate an advanced level of creativity, innovation, inquiry or expert practice expected of doctoral level study.

**EDD 690: Review and Assessment of Knowledge in One's Field of Specialization**

This course builds on the student's previous coursework, and specialized projects done as part of that coursework. The student engages in additional, in depth study of a topic that is central to their doctoral studies and future plans to use and create expert knowledge as a professional and/or community leader. Students will review and evaluate the literature in their field of specialization, and/or survey and study existing practices. These in-depth studies should include, among other methods of learning, library and online research, as well as critically reflective analysis and writing about what they've previously learned. In many cases, students may conduct interviews and make observations in the community and in professional practice settings. The student evaluates, organizes and synthesizes the highlights of their knowledge in their area of specialization.

**EDD 693: Comprehensive Assessment--of Student Learning and Plans for Dissertation and Beyond**

This course is the transition between the student's pre-dissertation coursework and the dissertation. This course builds on the student's previous coursework, and specialized projects done as part of that coursework. The student engages in a critically reflective analysis of their previous doctoral studies at WISR, in light of their future plans to use their expert knowledge as a professional and/or community leader. The student writes a paper that evaluates, organizes and synthesizes the highlights of what they have learned during their doctoral studies. As part of this, the student is expected to present evidence of how they have addressed the learning objectives of this doctoral program. This paper is written, and discussed with faculty, in light of the student's future plans and aspirations beyond the doctorate. In order to build a bridge toward their future goals, the student develops and proposes the plan for their dissertation. This proposal is discussed with their Graduation Review Board, and the student makes the needed changes to gain approval of their plan.

**EDD 699: Doctoral Dissertation**

The Doctoral Dissertation is an original and creative investigation into a topic that is both meaningful to the student, and which also shows potential to contribute to others, either by improved practices and/or new knowledge. It is an extremely in-depth study of a topic of strong interest to the student, and one that generally helps the student build bridges to the next important things they wish to do with their life—as a professional, and a leader. The student makes use of what they have learned at WISR about action-research methods to do a serious and substantial inquiry that involves a critical and thoughtful review of the literature, and substantial original data collected by the student. The dissertation should result in the formulation of questions and/or insights that show promise for leading to more innovative and valuable professional or community practices, and for adding to knowledge. In other words, it is a very serious and extensive an inquiry that is based on action and/or that has action implications of some significance to the student and/or others. The dissertation should aim to make a worthwhile contribution to the professional field or to some community or group of lay people.

**The following are the specific goals and outcomes for the doctoral dissertation:**
The scope and depth of the Doctoral Dissertation will demonstrate the student's expert knowledge of the topic studied, based on the student's experiences, a literature review, and the collection and analysis of some original data.
The student will demonstrate their ability to use action-research methods in the conduct of an original, creative and extensive project that is important to them and to others in the field.
More specifically, the student will articulate and discuss:
- What they have learned from their inquiry.
- How they came to those insights and how they came to the questions they are now asking themselves, and the possible directions or plans for further learning, research, and/or action.
- The strengths and limitations of their uses of action-research.
- The insights gained from their research, not in abstract terms, but also coupled with a rich variety of examples that the student uses to understand and to illustrate the complexity, situational variability and nuances of their conceptual or thematic insights.

- How what they have learned may create potentially valuable knowledge, and/or effective and valuable action and practice—and, identify the groups (professional and/or community) who are likely to be interested in learning about what they have found during the dissertation inquiry.
- How their Doctoral Dissertation—the process and/or outcomes—will build a bridge(s) to the next significant things they plan to do in their life and/or professional work.

Since the dissertation is the culmination of doctoral studies, students will demonstrate their competencies in many of the Doctoral program's overall learning outcomes (see below)--especially in the areas of: developing skills and knowledge as a self-directed learner, expertise in methods of participatory and action-research, ability to communicate clearly and meaningfully to one's audience(s), ability to pursue successfully employment and/or leadership roles in the community, and expertise in the interdisciplinary field of higher education and social change as well as in one or more areas of specialization.

# More Information on:

## Grading and Awarding Academic Credit and Academic Policies and Procedures

## Expectations for Collaboration at WISR

# GRADING AND AWARDING ACADEMIC CREDIT, AND ACADEMIC POLICIES AND PROCEDURES

## Grading and Awarding Academic Credit and Academic Policies and Procedures

### WISR's Methods for Evaluating Student Achievement

WISR faculty evaluate each student's learning using
1.      the criteria articulated in the course goals and learning outcomes,
2.      the degree program outcomes.

The degree program outcomes are organized in large part, according to learning goals specific to each degree program's subject matter area, and also by the meta competencies important to the learning of all WISR students, outlined in separate sections under each degree program. Faculty use these outcomes, along with the stated goals and outcomes for each course, and the processes and evidence discussed below, to provide constructive feedback to the student, and to determine when to award a student credit for having completed a course.

### Grading and Evaluations of Student Learning by Faculty at WISR

**Student work at WISR is graded Credit/No Credit.**

**Evaluations of student work are made by a graduate faculty person, who is expert in the area of study for the course that the student is pursuing. Sometimes, this is also the student's major faculty advisor. Each student meets frequently with one or more faculty for individual, faculty-student consultations, and the faculty member who is supervising the student in a particular course reviews the student's written papers for the various assignments in that course.** A strong effort is also made to engage each student in habitually evaluating her or his own efforts, especially in the two written self-assessments for each course. Open, candid discussions of a student's strengths, progress, and areas needing attention are part of many faculty-student consultations. At the same time, students are encouraged to do repeated revisions and rewrites of their papers and self-assessments, until they have been brought to a level of quality acceptable to both the student and the teacher. WISR faculty members try to separate the process of evaluating students' work from the penalties and insults to students' pride that are considered necessary parts of traditional, summary grading systems.

WISR relies not on graded, written, question-answer examinations, but on students' abilities to write clearly about subjects that they develop, and to respond articulately to questions about what and how they have learned. Qualitative written and verbal evaluations are used, along with numeric ratings in a number of specific areas of performance for each assignment in each course. This

detailed feedback is superior to the single-letter or number grades used in many other colleges and universities. Further, faculty members making assessments are expected to know how any individual student's work-product is related to: course and degree program learning outcomes, WISR's meta-competencies, and the student's previous efforts and professional and personal educational objectives. **Over time, <u>each student's learning portfolio develops a very substantial body of evidence about the student's learning and progress,</u> including for each course: a number of papers written by the student, including the student's self-assessments, and the faculty assessment of the student's learning.**

## <span style="color:darkred"><u>Rubrics</u> to be used by WISR faculty</span>

**–in evaluating student learning and submitted work. Go to:**
**https://www.wisr.edu/academics/sample-page-2/grading-and-awarding-academic-credit/rubrics/**

**This includes a discussion of assessment methods used in each course and throughout the degree program in evaluating and guiding each student's learning and progress toward achieving program learning outcomes.**

## Faculty Feedback on Drafts of Student Papers and Theses

Faculty make every effort to give students rapid feedback on drafts of papers and theses. Typically, the faculty gives students feedback on papers that are 20 pages or less, within 7 days. Faculty may need as much as two weeks to read and give feedback on longer papers, and especially on drafts of theses and dissertations. Faculty are available to set up hour-long conferences with students, either face-to-face, or by phone once every week or two, as needed by students. Generally, it is best to set up appointments a week to 10 days in advance, so students can coordinate their own schedules of availability with the openings in the faculty member's schedule. Faculty comment on the substance and content of the student's paper, on the clarity and organization of the paper, and on grammar, spelling and mechanics. Faculty encourage students to write in their own voice, and they encourage the use of concrete examples and illustrations of general points and concepts. Critical analysis and an awareness of "bigger picture" issues and ideas are also encouraged. Students are not expected to address every single faculty criticism and suggestion in re-writing their draft, but rather to consider thoughtfully and carefully the faculty's suggestions, and then to make sufficient revisions to show a substantial and worthwhile improvement in the paper.

## Awarding and Assigning Credit for Courses at WISR

*Credit is awarded based on the extent to which a student is expected to demonstrate a substantial level of learning and accomplishment, in a course, thesis or independent study project or practicum, in two broad realms—1) The quantity and quality of the student's engagement in learning at WISR, and 2) the learning outcomes and competencies demonstrated by the student, based on faculty assessment of student learning–through mentoring discussions, small group seminars, papers and projects completed, and self-assessments written by the student pertaining to the evidence of their learning process and outcomes.*

Learning outcomes used in the granting of credit are specific to each course, and also, during a course, the student may in some cases demonstrate that they have achieved one or more of to the learning outcomes for the student's particular degree program.

WISR's expectations for the quantity and quality of student engagement in learning at WISR approximate that of the traditional "Carnegie unit" which grants one semester unit for each 15 hours of "academic engagement" that is equivalent to in class time in a more conventional program, and each 45 hours of out of class participation in learning (studying, writing term papers, participating in an action-research lab or project, or a supervised practicum, for example) counts as one semester unit.

*In addition to this substantial, high quality engagement in learning at WISR—similar to the well-known Oxford model of education—WISR faculty only award our graduate study credit if the student's work indicates learning and competency accomplishments comparable to what students would typically receive for that number of semester units in an accredited program performing at a grade of "B" or higher.*

In assessing student work, and granting credit, WISR faculty use the above stated degree program learning outcomes, as well as the stated learning outcomes for each particular course, to evaluate student progress as demonstrated by evidence from mentoring discussions, small group seminars, papers and projects completed, and self-assessments written by the student pertaining to the evidence of their learning process and outcomes.

## Evidence Used in Awarding Academic Credit

Academic papers, professional work and community work, multimedia products (including audios, videos, photos and web pages), creative/artistic works, faculty and professional observations of student learning, participation in WISR projects and seminars, and written, reflective analyses of prior experiences. However, WISR does not grant credit for prior experiential learning alone, only for current learning that may involve current writing and analysis that draws on prior experiences.

# Academic papers

**Most evidence of student academic work takes this form, in part, at least.** Papers may be analyses of intellectual or professional issues of interest to the student, critiques of readings they have done, critical analyses of community projects, detailed plans for educational or community projects, reports of research on community problems or issues, records of research interviews by the student about issues in professional or personal development, combinations of these types, or other serious efforts negotiated by the student and her or his faculty adviser.

# Professional work and community work

WISR grants credit based on evidence of students' educational thought and growth that emerges in the student's community and professional work, oftentimes in the context of their major course project and action-research lab activities. For example, documents acceptable as bases for

academic credit include evaluations of the student's community and professional work by a co-worker, especially when that work was specifically discussed with the faculty adviser as a part of the student's learning program.

## End-of-Course Self Assessments written and submitted by students

As discussed above, student self-assessments at the end of the course provide a further presentation and analysis of the evidence of the student's learning in the course. These self-assessments themselves further contribute to student learning, and they provide a valuable perspective that highlights and summarizes some of the most student's most important activities during the course, their main areas of learning, and significant accomplishments.

## Multimedia Products

Evidence of students' learning may also include audio or video recordings of workshops given by students at their workplaces, of focused discussions on issues relevant to their WISR learning goals, and of seminars led at WISR. Students may use photographs to document their work, or in producing a photographic essay on a topic of importance. Some students have produced documentary videos and films that communicate the results and insights of their research. And, in many cases, students will combine the use of two or more of the following: audio recordings, videos or films, photographs and website development. These multimedia products are in addition to, not instead of submitting written work.

## Creative, artistic works

Evidence of students' learning may also include reproductions or descriptions of creative and artistic products such as videotapes, films, paintings or drawings, murals, sculptures, poems, and other imaginative literary pieces, where those products help to show the student's thought and imagination in some coherent relation to learning goals. Again, such works are submitted along with, not instead of, written work.

## Participation in WISR projects and seminars

In each course, students must document having participated in ten hours of collaboration with other students, from among the following activities: a structured series of collaborative and group learning activities, as well as active engagement in online forums, and informal collaborations with other students—as well as more formal collaborative activities include WISR's seminars, workshops, and community projects.

## Faculty Observation of Student Performance in Doing Required and Recommended Course Assignments

Through the kinds of evidence listed above, and also in discussions with students in one-on-one mentoring and seminars, as well as by student submission of course assignments, faculty

observations provide a very important form of evidence. WISR faculty are in an excellent position to evaluate the quality and quantity of student work, and the extent to which the student is meeting course learning outcomes, progressing toward degree program outcomes, and further developing themselves in one or more of WISR's meta-competencies or areas of learning. In addition, at the end of each course, faculty give the student an oral exam covering the many things that they have studied and done in the course.

## Student's End of Course Self-Assessment

The student's studies in the course will be further guided by being aware of the self-assessment questions below. Then, at the end of the course, the student will do a written self-assessment of what they did, learned and accomplished in the course by answering a set of questions that are designed to benefit the student in at least the following several ways:
1.      They will become more conscious about what they learned, and about what did and didn't work well in their learning process;
2.      They will begin to draft their narrative transcript; and,
3.      They will keep track of how their learning is contributing to their degree requirements and learning objectives, and WISR's expectations of students for learning in the degree program goals and objectives.

These student self-assessments at the end of the course provide a further presentation and analysis of the evidence of the student's learning in the course. These self-assessments themselves further contribute to student learning, and they provide a valuable perspective that highlights and summarizes some of the most student's most important activities during the course, their main areas of learning, and significant accomplishments.

Early in their studies, students will often have to re-write their self-assessment drafts, but it is expected that with some practice after completing several courses, only one draft will be necessary. Students should plan to spend about two hours in drafting each end of course self-assessment. **Faculty sign the student's "end of course self-assessment" and attest to the accuracy of the descriptive parts of the self-assessment.**

**INSTRUCTIONS TO STUDENTS FOR ANSWERING THE SELF-ASSESSMENT FORM**

"Enter your responses to each question using as much space after each question as is needed to adequately answer the question. You are also encouraged to seek assistance from WISR faculty—to help them in responding thoughtfully and sufficiently to each question. Also, you may find it helpful to enter "tentative" responses to many of the questions as your study in each course unfolds. In this way, this form may help you to assess, *during* the course, what you've accomplished thus far and what they may wish to consider doing next."

Use of Self-Assessment Form:
These questions provide a framework to help you to self-assess your learning methods and outcomes for each course of study. Your responses also provide evidence for faculty to consider in evaluating whether or not, and how well, and in what ways, you have met the learning objectives for the course.

Name of Student:_____

Name of Course:_____

1.      What was (were) your main purpose(s) for this course of study? What, in particular, did you hope to learn and accomplish during the course?

2.      **What were the *most valuable* activities you pursued during this course of study—that is, describe (those that are applicable): the areas in which you read; paper you wrote, work done in a practicum, internship, action-research lab, or additional work you did on the job, beyond your regular job duties; community-based or self-directed research (e.g., interviews conducted and with whom, networking pursued, observations made, etc.); personal reflection and note-taking; multimedia production; workshops taken; seminars participated in and collaborations with others, etc. This can usually be done in three to six sentences.**

3.      Who were the WISR faculty with whom you consulted in this course? With each faculty member, write two to four sentences on how they assisted you or contributed to your learning in these studies. If you have suggestions for how faculty could, in the future, better assist your learning, please add those comments as well.

4.      Among those with whom you consulted or collaborated from outside WISR faculty, which people contributed the most to your studies in this course. This may include community residents and leaders, coworkers, agency staff, professional/experts in the field, other academicians, fellow students or WISR alumni. Write a couple sentences about the contributions of the two or three people who helped you the most, from among those outside of WISR faculty.

5.      If you participated in workshops, conferences or community events outside of WISR that contributed to these studies in this course, please indicate and list those events/activities, and write a couple sentences about the one or two that were most significant and important.

6.      Describe your participation in WISR seminars, and/or formal or informal collaboration with other students, sand discuss how they were important to your learning in this area, and write a couple of sentences about their contributions to your learning in this course.

7.      Write a one paragraph (three to five sentences) abstract of the paper you wrote for the course.

8.      Write the month you began these studies, the month completed, and write a rough draft of the personalized description of your studies in this course, beyond the general WISR course description. That is, in three to five sentences, write what you would add to the standard WISR course description—in order to give a more detailed and accurate summary of what you did in this course. This can then later be refined to help write your narrative transcript prior to receiving your degree.

9.      Thinking back on the process of your learning during this course of study, please write two or three sentences about each of the following: a) how did your plans or ideas about what you wanted to do change over time and why? b) what were the positive things, if any, that came out of these changes in plans or intentions about what you wanted to do or learn? c) if you were going to do this course again, what would you do differently given what you now know?

10.      **Write five to seven sentences on the main things that you learned and accomplished in this course, *and add two or three sentences that highlight the main evidence* you would point to that demonstrates your learning and/or accomplishments in this course.**

11.      Tell us about the ways in which you gained access to readings (e.g., WISR library, public library or other university library, internet, readings given to you by WISR faculty, fellow students,

friends or co-workers, purchase of books, use of any special databases, etc.). In particular, discuss the role of WISR's faculty and librarian in assisting you.

## WISR Does Not Award Credit for Prior Experiential Learning

Under no circumstances does WISR award credit for prior experiential learning.

## WISR's Policy on Academic Honesty and Integrity

WISR embraces the value of learning that builds on the knowledge, efforts and experiences of others. In particular, WISR actively encourages students to collaborate with one another, and with others throughout the larger community. Academic honesty and integrity require that students disclose and make transparent what they have learned from others, and how their learning and inquiry are indebted to, or have been importantly influenced by, others. This includes not only making the appropriate citations of the literature used in one's papers, theses and dissertations, but it also includes acknowledging the informal contributions that others have made in shaping one's ideas, questions and actions. WISR students are encouraged to write in their own voice, discussing how their studies and inquiries have led to their conclusion, recommendations and further lines of inquiry.

At WISR, faculty and students meet regularly and engage in continual and detailed dialogue about the student's studies, and for this reason, faculty are usually aware of how others have contributed to student learning. Furthermore, WISR students are expected to be highly motivated and committed to genuine inquiry, and uninterested in purely expedient strategies for producing the required academic writing. Violations of academic honesty and integrity at WISR have been virtually unheard of in our decades-long history. In case of a violation, the work submitted will not be accepted for credit, and a second violation of this standard will result in dismissal from WISR. All such decisions are subject to student appeal first to WISR's Faculty, and then to the Board of Trustees.

Nothing in this policy should discourage students from actively and fully collaborating with one another in any aspect of their studies, including a paper, project, or thesis or dissertation. Indeed, such collaboration is encouraged, and that collaboration must be disclosed by the participating students with a written description of the process of collaboration and each student's contributions to the collaboration.

## Student Rights: Grievance Procedures

A student may lodge a complaint (grievance) by communicating verbally or in writing to any instructor or administrator. Any such person contacted shall attempt to resolve the student's complaint immediately. In matters of the evaluation of a student's academic work, the student may request that another faculty member, qualified in the area of study, evaluate their work. Oral and written complaints will be accepted by the Institute in any form. When submitted in writing, a simple, specific statement about the issue to be resolved should be sufficient.

If a student complains verbally and the complaint is not resolved within a reasonable time, and the student again complains about the same matter, the President of the Institute shall advise the student that the complaint must be submitted in writing. If a student complains in writing, the President of the Institute shall, within ten days of receiving the complaint, provide the student with a written response, including a summary of the Institute's investigation and disposition of it. However, if the President is the subject of the complaint, the Chair of the Board, or a core faculty member designated by the Chair of the Board, will lead an investigation and provide the student with a written response as noted above. If the resolution requested by the student is rejected, the reasons for the rejection shall be explained.

Grievances not resolved by agreement between the student and the President of the Institute, or by the Chair of the Board or designated faculty member, may be submitted to the WISR Board of Trustees for a final decision by the Institute.

Although it is suggested that students first use an internal process to address their grievances, it is not required that they do so, and they may contact the Bureau for Private Postsecondary Education at any time by calling (888) 370-7589 [toll-free] or by completing a complaint form at **www.bppe.ca.gov**

In any case, any questions or problems concerning this institution that have not been satisfactorily answered or resolved by the Institute should be directed to the Bureau for Private Postsecondary Education, by calling (888) 370-7589 [toll-free] or by completing a complaint form at **www.bppe.ca.gov**

# FACULTY REVIEW OF STUDENT PROGRESS

Review of Student Progress, Attendance, Warnings, Probation, Dismissals, and Appeals

## Faculty review of student progress

A Committee of at least three WISR faculty review each student's progress semi-annually, in consultation with the faculty with whom the student has been most closely working. The purpose of these reviews is to help students make timely progress toward their degree and their personal and professional career goals. Further, when reviewing student progress every six months, faculty monitor not only the pace of each student's progress, but their performance in each course. Faculty give special attention to what we can do to provide assistance to any student who has "only" met minimum requirements on two occasions in the last three courses they have completed.

In conducting these reviews, faculty are mindful that during the first year or so of study, students at WISR typically complete courses at a slower rate than they do after that. *When faculty have concerns about a student's progress, they notify the student that they will be working with them to improve their academic progress, and negotiate with that student a progress plan for the next six months.* The purpose of the plan is to enable the student to make better progress, and to assess whether or not it is realistic for the student to succeed in completing the program within the maximum allowable time.

- *For MS in Education and Community Leadership, maximum allowable time if 4 ½ years;*
- *For MS in Psychology (MFT) students it is 6 years.*
- *For EdD students it is 6 years.*

However, students who are consistently engaged in their studies, but who are slowed down due to disabilities or other extenuating factors may petition WISR faculty for permission to take somewhat longer than these maximum allowable times to complete their studies.

*After the end of the six-month progress plan, WISR faculty may then take one of three actions:*

1)      *If the student has demonstrated clearly that they are making good progress they will be notified that their progress is no longer under special review, but that there will continue to be reviews of the progress of all students every six months. The definition of "good progress" is based on a combination of a) student being engaged with a faculty member at least twice every month, b) the quality and quantity of the assignments completed, and c) most importantly, that they are now on a pace that will enable them to finish in less than the maximum allowable time for their degree program. [Unless faculty decide there is a special, extenuating circumstance, including for example, a disability.]*

2)      *If the student has demonstrated significant progress in terms of engagement with faculty and the quality and quantity of assignments completed, but it is not yet clear whether or not they are on a pace to finish within the maximum allowable time for their degree program, they will be given another notification that their academic progress is under special review during the next 6-month period. At that the end of that time, either their progress will no longer require special review, or they will be placed on probation and required to take a leave of a minimum of 6 months.*

3)      *If the student has failed to demonstrate significant progress, based on all three criteria outlined in #1 above, they will be placed on probation and required to take a leave of absence for at least 6 months.*

*[Note: Students enrolled prior to July 2014 will have a longer period of time to complete their studies, but those who will not be able to finish within the maximum amount of time, will still be subject to a mandatory leave of absence if they do not show continual progress during each six-month period of time. Otherwise, they will be placed on probation and required to take a 6 month leave.]*

## In Cases of Persistent Lack of Progress

Since WISR faculty are committed to helping all students succeed, and because of the thoroughness of our admissions counseling process, no student at WISR has ever been dismissed. However, in addition to the regular 6-month review of student progress, a faculty adviser can recommend review of a student's persistent lack of academic progress, or persistent failure to participate in mentoring sessions with an academic advisor, to a WISR faculty academic progress review committee.

## Appeals

The student may appeal any decision to WISR's Board of Trustees. If the student is placed on probation and required to take a 6 month leave, they will be given an opportunity, after a period of at least six months, to be taken off probation and officially re-enroll as an active student not on leave, if they can make the case that their circumstances and/or ability to complete the program have improved. The Chief Executive Officer or the Chief Academic Officer, in consultation with at least one other faculty member, will review the student's request to be taken off of probation and to resume active status as an enrolled student. If re-enrolled, they will be given an initial six-month probation period to demonstrate good progress, at end of which time they will be eligible to be taken off probation. Nevertheless, they must continue to demonstrate good progress in each subsequent six-month period, or be subject to a warning, and then after that a subsequent period on leave while on probation. A student may receive no more than two warnings without being placed on a probationary leave. A student may receive no more than two probations, without then being subject to permanent dismissal.

Since WISR faculty are committed to helping all students succeed, and because of the thoroughness of our admissions counseling process, no student at WISR has ever been dismissed. However, a faculty adviser can recommend review of a student's persistent lack of academic progress, or persistent failure to participate in mentoring sessions with an academic advisor, to a

WISR faculty academic progress review committee. This committee, in turn may 1) put the student on academic probation with certain conditions to be met to avoid dismissal, or 2) dismiss the student. All actions taken by faculty review committees, as well as by faculty advisors, and Graduation Review Boards are subject to appeal by the student to the WISR Board of Trustees. Such appeals may request reevaluation of credits awarded, graduation decisions, dismissals, or any other decision bearing on the student's learning and academic progress. Decisions of the Board of Trustees, made after reviewing the relevant evidence, are final.

## While on Probation and on Leave

When a student is on leave while on probation, they of course incur no expenses for tuition and fees. If they apply to re-enroll, and are accepted, they must pay a $600 re-enrollment fee. Further, they will be on continued probation for the next six months, at the end of which time they will either 1) be re-enrolled in good standing, 2) be re-enrolled for another period of six months in which their academic progress is under special review, 3) have the option of extending their leave in order to ready themselves for re-enrollment at a later date, or 4) permanently withdraw.

Furthermore, in order to support students who are on leave while on probation, students have access to: 1) all WISR seminars and events, 2) WISR's online courses (to study, but not to submit work), and 3) WISR faculty will be available to meet monthly with the student in an effort to increase the likelihood that they can successfully resume their studies at WISR. However, faculty will not review work submitted for credit until the student is accepted for re-enrollment. Faculty may, if their time permits, give feedback to students on drafts of work.

## Reviews of Each Student's Progress

**End of Course Oral Exams**
WISR faculty use end oral exams at the end of each course to assess, and to give students feedback, on their progress toward the degree, and achievement of degree program learning outcomes (PLOs). These oral exams are designed to evaluate student progress toward the degree, and are intended to offer constructive suggestions, and in some cases required further study and action, to help students strengthen weak areas, and to support growth by building on areas where the student shows strength. At the end of each course, the faculty member notes on the student's record any additional program learning outcomes they have addressed, and the evidence that supports their assessment.

**In addition--for Master's students--also a Mid-Program Review, a Review Prior to Beginning the Thesis, and the Graduation Review Board at the End.**

The **mid-program review** is held about the time that they have completed half of their coursework.

The second review is at the time of the **Review of the Master's Thesis Proposal.** For this, the student convenes their Graduation Review Board (two WISR graduate faculty and an outside expert in the topic of their proposed thesis). At this time the Review Board engages in the following assessments:

1) They review the record of the student's previous achievement of program learning outcomes (PLOs).

2) If any Program Learning Outcomes have not yet been achieved, they then do one of the following:

a) If the Review Board deems it feasible for the student to achieve the remaining PLOs in the course of doing their thesis, then specify which PLOs must be addressed, and outline below the plan for accomplishing this. [If this option is deemed feasible, then the student's Graduation Review Board must determine not only that the Thesis submitted is of acceptable quality, but also that there is evidence that the PLOs have been addressed in doing the thesis.]

b) If the Faculty Review Board believes that it is not feasible for the student to achieve all the remaining PLOs during the thesis, then they must develop, and negotiate with the student, a plan for the student to complete those PLOs, not readily accomplished during the thesis, prior to embarking on the thesis. Once the student has completed the agreed-on work and study to achieve these PLOs, the Review Board will be reconvened to evaluate the evidence of the student having achieved those PLOs, and then the student will be approved to move forward with the Thesis, and the Review Board will state whether or not there are any remaining PLOs to be addressed during the thesis.

**The final review is done by the Graduation Review Board when the student has submitted the final draft of their thesis, and is ready to be examined on their thesis and also have the Review Board evaluate the evidence of any PLOs not previously achieved.**

**In addition, for MFT students, there is an earlier review of their readiness to begin a Practicum:**

The student is eligible to begin a practicum once they have completed 12 semester units of coursework. They confer with two WISR faculty, at least one of whom holds an MFT license to evaluate and discuss their readiness for the practicum. If they are then deemed ready, they may begin the practicum.

**For EdD students:**

For Doctoral students, there are four formal evaluation steps prior to the Final Graduation Review Board meeting, when the dissertation is reviewed, approved, and authenticated by the Review Board.

**1. The Qualifying Exam.** First, three WISR faculty members review the doctoral student's completed projects and coursework, after all of the courses required for the degree program have been completed (except for the dissertation and the exam/dissertation readiness "course").The purpose of the review is to determine if the student has either completely achieved degree program outcomes, or sufficiently to be able to finish achieving those outcomes while doing their dissertation. In this way the faculty are evaluating if the student is prepared to undertake the rigorous study required for a doctoral dissertation, and to focus their attention on the dissertation, and on achieving any modest added progress toward degree program outcomes required and identified by faculty.

**2. The Written Comprehensive Exam.** The student also engages in a thoroughgoing review, critical reflection, and written analysis of what they have learned thus far—on how the WISR learning process has helped them to learn in areas of the doctoral program degree learning outcomes. The specific directions to guide the student in the written exam are as follows:

The student will:

Write a comprehensive self-assessment paper that evaluates, organizes and synthesizes their learning thus far during their doctoral studies. In that paper, the student will:

● Articulate and write a critical and well-informed statement about their field(s) of specialization that includes details and nuances beyond broad generalizations.

● Articulate and explore several insights and questions about this emerging, interdisciplinary field of "higher education and social change" and about their area(s) of specialization in particular that their review committee considers to be at the level of proficiency and to be promising of leading toward new knowledge and/or practices;

● Demonstrate the depth and breadth of their perspectives on what they've learned, and how they plan to build on this knowledge as they move forward toward their goals; and

● Articulate and discuss the evidence of the extent to which they have addressed each degree program learning outcome.

**3. Oral Comprehensive Exam.** The student then discusses their reflections and written analyses with three WISR faculty members—assessing their breadth and depth of knowledge in the area(s) of primary interest, and in the interdisciplinary field of higher education and social change, as well as their skills in action-oriented inquiry and knowledge-building, in preparation for undertaking the dissertation.

**4. Dissertation Proposal**

The faculty will evaluate the dissertation proposal with the following criteria in mind. If the proposal does not meet all criteria, faculty will work to help the student to make the necessary improvements within a two-month period of time. The student will:

● develop a coherent, well thought out plan for their dissertation to these six members of what will become their Graduation Review Board, and

● will present a plan that meets standards for original, ethically-informed action-oriented inquiry, including

● an appropriately thorough and targeted literature review,

● a well-designed plan for collecting original data, and

● well-formulated questions that reflect the student's interests and the potential to contribute to new knowledge and/or practices in the student's proposed area of study.

MORE DETAILS ON THESE PROCESSES CAN BE FOUND AT: https://www.wisr.edu/academics/sample-page-2/edd-program-in-higher-education-social-change/doctoral-program-curriculum-and-regulations/

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# CORE AREAS OF LEARNING AND META-COMPETENCIES

**Core Areas of Learning and Competency, or "Meta-Competencies" to be Developed, Across All WISR Degree Programs**

As a further way to define and structure WISR's curricula—across all of our degree programs—the seven core areas of learning or "meta-competencies" (below) will provide WISR students and faculty with some guiding directions, within all degree programs. Furthermore, each course within each program will aim to help students to develop further their competencies in more than one of these areas, and in some cases at least, in most of these competency areas.

**The degree program learning outcomes at WISR are conceptualized and articulated within learning goal areas defined by these meta-competencies. The required learning outcomes for each degree program from MS to EdD progress, by evidencing increasing levels of knowledge and skills--from competent (and ready to become proficient) to proficient (and ready to become expert).**

**Master's degree students** will develop special competence and in-depth knowledge in at least one field of specialization (e.g., Marriage and Family Therapy, Community Leadership or Educational Leadership) and in one or more particular areas of personal interest within that field.

**Doctoral degree students** will 1) develop specialized knowledge in one or more areas of special interest within the interdisciplinary field of higher education and social change, and 2) engage in creating new knowledge and/or new practices in the interdisciplinary field of higher education and social change, and especially in one or more areas of the special, personal interest within that field.

**THE SEVEN CORE AREAS OF LEARNING OR "META-COMPETENCIES":**

**1.     Developing Skills as a Self-Directed Learner, Including Becoming a Conscious, Intentional, and Improvising Learner**

●      Engaging in lifelong, self-directed, self-motivated and improvisational learning, in the realm of professional practice, and in other domains in one's life. Developing strong skills in self-assessment is especially important to this area of meta-competency.
●      Willingness and ability to re-evaluate and change directions and plans—ability to improvise, including the inclination and ability to turn challenges and problems into opportunities.
●      Developing and Using Curiosity, along with one's own sense of purpose and meaning.
●      Pursuing Long-term plans, alternatives, goals and pathways.
●      Quite importantly, consciously and intentionally building bridges to the next important phases of one's life--this means that learning activities at WISR should lay a foundation for the next steps, and more than this, should create pathways and movement along the pathway to the next significant things the learner wishes to do in her or his life.

● In using the Internet, this means becoming aware of strategies for finding material--readings and information from a variety of sources, *and* learning how to critically evaluate the usefulness and validity with the extensive material, resources and data available.

## 2. Gaining Expertise in Methods of Participatory Action-Inquiry and Qualitative Research

● Seeing oneself as a builder of knowledge
● Learning from the experience and knowledge of others
● Developing methods of critical inquiry in order to evaluate the strengths and methods of specific approaches to sampling, data gathering, data analysis, and uses of findings.
● Use of participatory action-inquiry to build knowledge and to fashion effective improvisations
● Using Stories and concrete examples to develop and convey theories.
● Developing a broadly informed perspective on science and scientific methods, in order to better inform one's own inquiries and the inquiries of others within one's profession and chosen area(s) of specialization.

## 3. Developing a Multicultural, Inclusive Perspective

● Developing and using multicultural perspectives to inform one's purposes, and one's views of social issues and challenges and opportunities in one's chosen fields or arenas of endeavor—profession, workplace, community.
● Developing a sense of empathy, compassion and community toward, and with, others.
● Appreciating and Understanding the broad spectrum of perspectives and consciousness, and how those arise out of people's culture, gender, economic background, religious and sexual preferences.

## 4. Developing Skills in Making Connections with the Bigger Picture and Inquiring into Ways of Creating Change for Social Justice, Greater Equality and Environmental Sustainability

● Developing Economic/political/societal/cultural/environmental literacy and social change in a multicultural society.
● Understanding of issues and challenges of sustainability, in relation to current decisions being made today.
● Ability to understand, appreciate, act with awareness of the bigger picture as well as the immediate tasks to be accomplished.
● Understanding and appreciating the connections between individual transformations and societal change, including how societal circumstances, especially injustices and inequalities, skew the way people understand and make sense of their experiences and make decisions about themselves and others.
● Understanding the impact of political/social/economic inequities and injustices, and possible directions and strategies toward greater justice.

**5.     Communicating Clearly to One's Audiences, in One's Own Voice, and on Topics that Matter to the Learner, and to Learn to Collaborate with Others**

●     Writing and communicating clearly, purposefully and inquiringly, and in one's own voice.
●     Using stories, ideas, visions and proposals, and questions to communicate.
●     Reading Critically and for Relevance.
●     Developing Imaginative (Creative) and Critical Thinking.
●     Integrating Theory and Practice—learning how to develop and use theory and practice in relation to one another, and how to communicate to others about this interplay.
●     Ability to think and communicate within one's sphere of professional practice, *and* the ability to step outside the boundaries and scope of that professional community, in order to better contribute to one's profession, as well as the larger society.
●     Ability to collaborate—experience, motivation and understanding in working with others.
●     Understanding the Uses and Limitations of the Technology, including but not limited to the internet, multimedia, social networking; this includes further developing one's technical and computer literacy, as part of the collaborative process, and understanding the limitations of technology as well.

**6.     Developing the capability of pursuing employment opportunities and/or community involvements, appropriate to one's capabilities, experience and interest**

●     Exploring and gain knowledge of professional and/or community leadership career paths that incorporate one's interests, values and purposes.
●     Gaining experience in leadership and in professional and/or community engagement (practical learning, experiences, identifying and using resources, challenges and opportunities, leadership skills and strategies, profit and non-profit).
●     Gaining sufficient competence and expertise in one or more areas of specialization to be considered for positions that make good use of one's competence, skills and expertise.
●     Ability to use one's knowledge, skills, and ability as self-directed learners to make one's current job positions more interesting, meaningful and/or productive; and/or to create one's own options and alternatives for employment and/or community involvement, such as for, graduate level learners, especially, starting a new program in an existing organization, starting a non-profit, or creating one's own self-employed practice or community involvement efforts.

**7.     Becoming Knowledgeable in One's Major Field of Study, and in One's Particular Area(s) of Specialization**

●     Understanding the "lay of the land" in terms of what others have done and learned—theory and practice.
●     Competencies Need in One's Specific, Chosen Areas of Professional Specialization
●     Engagement with some portions of the communities of professionals, practitioners, writer/researchers, and/or engaged citizens in one's chosen area(s), or at least engagement with the ideas, stories, lessons, problems and questions, and practices of these communities
●     Understanding the limitations of and problems facing people in this/these area(s)
●     Progress in beginning to formulate one's own ideas and sense of direction in the chosen area(s) of specialization

● Developing the capability of pursuing employment opportunities and/or community involvements, appropriate to one's competencies, experience, and interests.

# RUBRICS

## The Guide to WISR program learning outcomes, course rubrics, and program assessment procedures

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**can be found
at: https://drive.google.com/file/d/1VyhSVztTyQd85C96HTg4a22N6sARCzIm/**
**The more than two dozen documents referred to in that guide can be found at:**
**https://drive.google.com/drive/folders/1hddo5vneRy7M3a6S6nj99VtBviWlOjtV**
**This network of documents provides the conceptual rationale, as well as the specific procedures, rubrics and program learning outcomes used by faculty at WISR to assess and guide student learning, and to continually evaluate and improve the curriculum and instruction at WISR.**

If a student disagrees with the faculty member's assessment, they have the right to ask that another WISR faculty member, who is qualified in their area of study, review their work. There are also procedures whereby a student may file a grievance (see https://www.wisr.edu/academics/sample-page-2/grading-and-awarding-academic-credit/, regarding "Student Rights: Grievance Procedures). These instances are extremely rare at WISR over more than 40 years, because students and faculty are able to work out any differences by involving another faculty member to bring their perspective to the evaluation process.

## Rubric to be used by WISR faculty as a guide in Oral Exams at WISR (course, mid-program, Qualifying Exam, Comprehensive EdD Oral Exam, and Graduation Review Board exams).

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*This Rubric is to be used as a guide by WISR faculty, in evaluating student performance in Course Oral Exams, Mid-Program Oral Exams, EdD Qualifying and Comprehensive Oral Exams, and Graduation Review Boards. These rubrics are to be used to evaluate student oral exam performance when students are discussing their completed assignments (e.g., written papers, theses/dissertations, self-assessments, etc.), and with faculty also being mindful of assessing whether or not students have achieved course outcomes and/or degree program outcomes.*

Faculty need not fill out these forms, unless requested to do so by the student (in which case the faculty member must comply with the request).

PASSING STANDARDS: In any case faculty should use these forms to communicate clearly with students how and why they either fail to meet outcome standards, or when they need to make significant improvements going forward (see below):
●      If Student receives a "0" or "1" in any outcome area (1 = a "C", 0 ="D/F"). In any category, they fail the exam, and must meet with faculty to discuss the work they must do in order to repeat the exam and pass the course, and/or move forward in their studies.
●      If Student receives a "2" in any outcome area on a course or "mid-program" exam (that is, *not* the Graduation Review Board or not the Oral Comprehensive Exam for EdD students), they

will still pass the exam. However, faculty are to discuss explicitly with the student, and inform the student of special efforts they should take, going forward in that outcome area, in order to progress toward acceptable achievement of degree program outcomes and eventual graduation.

●     In the Oral Qualifying and Comprehensive Exams for EdD Students, and in Graduation Review Boards for students in every degree program, students are expected to receive "3's" in relation to most topics discussed, and in relation to most outcomes assessed. Students who perform in the "high range" of a "2" on some outcomes, or in relation to some topics, will pass the exam, so long as the student's performance is clearly most often deserving of a score of "3" with regards to most topics discussed, and so long as there are no outcomes where there are questions about the student's having achieved that outcome.

●     Further, there are additional rubrics, to be used along with these basic WISR rubrics, that are specifically designed to evaluate EdD student performance on the written and oral comprehensive exams, and the dissertation proposal. For more details, go to the online course site for EDD 693—the Comprehensive Assessment of Student Learning and Plans for the Dissertation: https://sites.google.com/wisr.edu/edd693comprehensiveassessment/home           [to access this page, one  must be an enrolled student with a wisr.edu email account]

●     Also, there are additional rubrics and criteria to be used in evaluating the performance of MFT        students        in        their        practicum.        For        details        go        to: https://sites.google.com/wisr.edu/mft591supervisedpracticum/home [to access this page, one must be an enrolled student with a wisr.edu email account]

| Dimensions: | 3 Outstanding | 2 Generally Adequate | 1 Still Developing, with Deficiencies | 0 Unsatisfactory |
|---|---|---|---|---|
| Overall Understanding | Shows a deep/robust understanding of the topic with a fully developed argument per the categories below | Shows a partial understanding of the topic, and/or not quite a fully developed argument per the categories below | Shows a superficial understanding of the topic, argument not developed enough per the categories below | Shows no understanding of the topic and no argument per the categories below |
| Argument | Clearly articulates a position or argument | Articulates a position or argument that is somewhat incomplete or limited in scope | Articulates a position or argument that is unfocused or ambiguous | Does not articulate a position or argument |
| Evidence | Presents evidence that is *relevant and accurate* Presents *sufficient* amount of evidence to support argument | Presents evidence that is *mostly relevant and/or mostly accurate, but that has some gaps.* And/or Presents only *limited* eviden | Presents evidence that is *somewhat inaccurate and/or irrelevant*, but corrects when prompted Does *not* present *enough* evidence to support argument, but augments when prompted | Presents *a lot of inaccurate and/or irrelevant* evidence Doesn't present enough evidence to support argument, even |

| | | | | |
|---|---|---|---|---|
| | | ce to support argument | | when prompted repeatedly |
| **Implications** | Fully discusses the major implications of the argument or position | Adequately discusses some of the major implications of the position | Discusses minor implications (missing the major ones) OR does not discuss major implications adequately | Doesn't discuss the implications of the argument or position |
| **Structure** | There is logic in the progression of ideas | There are a few areas of disjointedness or intermittent lack of logical progression of ideas | Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow | Ideas are disjointed and/or do not flow logically, hence argument is very difficult to follow |
| **Prompting** | Did not have to prompt with probing questions at all | Prompted minimally to aid their oral presentation and discussion (one or two probing questions) | Prompted a lot (a series of probing questions) | |

**(\*Adapted from Grading Rubric for Upper Division History Course, Susan Ambrose, Carnegie Mellon University—Eberly Center for Teaching Excellence, Carnegie Mellon University: https://www.cmu.edu/teaching/designteach/teach/rubrics.html )**

# Learning Goals, Outcomes and Measures for Each WISR Degree Program:
https://sites.google.com/wisr.edu/evaluatinglearningatwisr/mission-goals-objectivesoutcomes [to access this page, one must be an enrolled student with a wisr.edu email account]

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# EXPECTATIONS FOR COLLABORATION AT WISR

## Overview

**Most WISR courses require that students make 10 posts in WISR's online forum, and 10 replies to posts made by others (students, faculty or WISR alumni). Students are also generally required to engage in an additional 10 hours of collaboration with others at WISR. Courses which are for fewer than 5 semester units of credit will have less extensive requirements (consult the section on "Course Assignments" for the course in which you are studying).**

## Purpose of Collaboration

**Collaboration at WISR is one the main themes among our learning goals and objectives. Collaboration is important in many ways in the world we live in.** Indeed, the quality of life, the sustainability of our planet, improvements in our community, efforts for greater social and racial justice, scientific knowledge, the operation of our organizations, and much more, can be enhanced by collaboration. Partly, the value of collaboration can be seen in the old adage, "two heads are better than one." However, collaboration has many other potential value. It can be a source of emotional support. When one person is working on a project (a job in an agency, a social change effort, studying for a course, trying to solve a problem in one's life), they can often gain, not only deeper insights, but energy and inspiration from a colleague. When one person is down or frustrated or feeling immobilized, the other person may give them some energy to "get them going again." Sometimes, we do a better job of completing the next step in a project (e.g., a rough draft of a paper) if we have a friend or colleague who is looking forward to reading what we've written, and ready to do that supportively and with constructive criticism and suggestions. Sometimes, we are better able to "think out of the box" if we can brainstorm with a colleague. By asking questions, or engaging together in a lively and purposeful discussion, we can elicit ideas from one another. Sometimes we may bring out a completely new idea that we have not yet considered. Other times, one person may be able to "hear themselves" say something more clearly and with greater depth of insight. All of us "know more" than we can easily put into words, but sometimes in conversation with inquisitive and supportive colleagues, we may find ourselves saying something better than we have previously been able to put into words. Sometimes having an interested "audience" with whom we can "try out" our ideas is very, very valuable as well.

At WISR we consider collaboration to be a good thing, not "cheating." However, we do expect that, as a matter of honesty and integrity that students divulge the extent to which they "got their ideas" from others. There is a difference between gaining insights from someone else in the midst of a process in which both (or all) parties are engaged, and from simply "copying" another person's ideas and presenting them as your own. For this reason, we expect that in your papers, and in your

self-assessments, that you communicate some of the details of how you benefited in your collaborations with others.

## Online Forums

**All WISR students, as well as faculty and interested alumni, gain access to WISR's Online Forum through WISR's Google Education Suite.**
Oftentimes the expectations for participating in the online forum is as follows: For *each module*, you will *write a critically reflective, brief analysis of the two to three main sources* (readings and/or videos) that you considered to be most valuable, *and also write a deeply reflective paragraph or two about what you consider to be the main insights and questions* growing out of your learning in this module. You will *post this on the WISR Online Forum for others to read* and respond to, and you will include in the post a statement of some issue(s) or question(s) you would like others to think about in responding to your post. In addition, you will *reply to at least one other student's post* (even if related to a different course).

**PROMPTS TO AID YOU IN MAKING POSTS TO THE ONLINE FORUM:**
*First of all, when posting any content for others to respond to, write a couple of sentences about why the content of the post is important to you, and/or why it might matter to others, and/or suggestions some particular questions or issues on which you would especially appreciate to receive some feedback or stimulation for further thought and discussion.*

The prompts listed below are optional, and are meant to be of assistance if you are having trouble deciding what to write.
● 　　In reflecting on the material from the course module you are studying, discuss–any insights, questions for further study, possible implications for action, or *especially, topics for further discussion with others*—that came to mind.
● 　　Discuss how studying and reflecting on the material in the course module is making a contribution to your learning with regard to any of the course learning objectives, degree program learning objectives, or WISR meta-competencies (consult course syllabus where these are listed).
● 　　Discuss how reflection on this course module may contribute to your internship or action-inquiry lab (project and paper) for this course.
● 　　Discuss how reflection on this course module may contribute to your thoughts about your long-term plans—either for your future studies at WISR, or beyond, after graduation.
● 　　Discuss any connections you see between this content and current events and issues.
● 　　Discuss connections between this content and one or more theoretical perspectives in your field of study.
● 　　Discuss connections between this content and issues and challenges you are facing on your job and/or in your community.
● 　　Discuss how reflection on this content may contribute to your own personal growth and/or methods of learning.

**<u>Posts that are part of the extra, required hours of peer-to-peer collaboration and not one of the 10 posts required for a course module should still follow the same general criteria and guidelines, but the content needs not be related to a particular course module, or even to the specific course, and may relate to anything relevant to the student's entire degree program.</u>**

**SUGGESTIONS FOR WRITING REPLIES TO POSTS BY OTHERS:**

● You may reply to any posts made by others–your post needs to apply to your particular course, nor even to your degree program.

● The purpose of the replies is to contribute to the learning of others, *and* to enrich your own learning by considering ideas, issues and questions from many perspectives and with regard to a range of topics. The content of all of WISR's multidisciplinary degree programs overlaps–to some extent at least. Posts without replies do not stimulate engaged, productive dialogue and learning. WISR is very small, and so it's important to reach out to others, with different interests, in different courses, and even in different degree programs–in order to develop WISR further as a vital community of learners.

**SOME REQUIREMENTS FOR WRITING POSTS OR REPLIES:**

You may write anything you wish, so long as the following criteria are met:

● *For posts that are put of your course requirements for the various modules:*

1. The post is relevant to the course material from this module—show how it is relevant or how the course material elicited your ideas/comments.

2. The post is substantive and demonstrates your efforts to think deeply and be engaged in the course material and your learning.

3. The post makes some effort to stimulate discussion or thought for others (e.g., what you write is "food for thought")

● *If the post is part of your "extra" hours of collaboration, the content of the post needs only to be relevant to areas of learning and practice relevant to any of WISR's degree programs.*

● ***Replies*** *should be respond, in part at least, to the purposes and questions articulated by the person making the post.*

**HAVE FUN, LEARN TOGETHER, AND PRACTICE UNINHIBITED WRITING:**

The writing you post need not be polished, nor need it make a "convincing" argument, and may very well be "thinking out loud"—but you should try to write in a way that is understandable to others, and that suggests that your post or reply is important to you rather than simply writing something done "to meet the requirement." Try to write in your own voice rather than impersonally. You need not cite other sources, but if you do, provide a reference or link.

It is intended that the posts will help you to a) get in the regular practice and habit of producing short "chunks" of writing, b) that these chunks of writing will help you to think more deeply about what they are reading, thinking about, or projects and papers that they are working on, and c) the chunks may eventually be used, and further developed, in many cases as content for the paper the student is writing for that course. Several students have already indicated that they believe that having to write and submit these regular posts is likely to encourage them, and other students, to stay more regularly engaged in moving forward with their WISR work. It may give students the "structure" they need to not let time pass without their being actively engaged in their studies.

# ADDITIONAL EXPECTATIONS FOR COLLABORATION

For most WISR courses, you will be expected to do an *additional 10 hours of collaboration with other students* (or WISR alumni), beyond the 10 posts and replies to the online forum, and to keep, and then **submit, a log of these hours of collaboration.**

**Options: obtain the added, required collaborative hours through any combination of the following:**

●      *additional posts and responses* (one hour credit for each post and response);

●      *participation in WISR seminars* (one hour for each hour of seminar on site or by phone or video conference);

●      one hour for each hour of *student-initiated collaboration with other students* (e.g., study groups, peer to peer discussions, etc.). Some students have already started **using WISR's Zoom video conference system** to have discussions–and then they later listen to the recording to write down some of the more valuable ideas and things that they said during the conversation–for possible use in writing a paper. WISR students obtain instructions on how to use and access WISR's video conference system through **www.zoom.us**

●      also, there is also the **option of listening to/watching a previous WISR seminar** that you missed–many are available online in WISR's Google Suite However, students *will only obtain hours for the entire length of the seminar if you write (and post online) two paragraphs of comments and thoughts about the seminar presentation/discussion.* Since you missed the seminar originally, you may only get credit for the collaboration of participating in the seminar by posting substantive comments about it in the Online Forum.

●      Finally, we encourage students to share drafts (or final versions) of entire papers with other students.

# COLLABORATIVE LEARNING WITH OTHER PROFESSIONAL EDUCATION PROGRAMS

**During the past few years, WISR has developed partnerships with several professional education programs—to offer the participants in these non-degree programs the opportunity to pursue WISR degrees. WISR does not grant credit simply for documenting such participation. Instead WISR faculty work collaboratively with the faculty of these programs to enable interested learners to integrate, and build on, their studies and activities in these programs while pursuing WISR degree projects and studies.**

## The World Dignity University Initiative is Joining with the Western Institute of Social Research to Offer Dignity Studies

The **World Dignity University (WDU) Initiative** and the Western Institute for Social Research (WISR) are pleased to announce a collaboration that will provide adult learners who wish to pursue the multidisciplinary study of topics related to human dignity and social change an opportunity to do so through flexible, learner-centered graduate degree programs.

The **World Dignity University Initiative** is an affiliate of **Human Dignity and Humiliation Studies (HumanDHS)** [www.humiliationstudies.org], a global, multidisciplinary network of scholars, practitioners, activists, and students committed to the advancement of human dignity around the world. WDU was created in 2011 to foster educational programs related to human dignity, both independently and in ongoing and temporary partnerships with other institutions and individuals.

The WDU-WISR collaboration will allow students to pursue a WISR graduate degree based largely on multidisciplinary readings and learning projects, and a thesis or dissertation on topics related to human dignity, working with faculty drawn from WISR's core faculty, including scholars drawn from the WDU and HumanDHS communities who will be joining WISR faculty. Two current WISR graduate degree programs are eligible for this "Dignity Studies" specialization:
- MS in Education and Community Leadership; and,
- EdD in Higher Education and Social Change

All three programs have a small number of required courses, each of which has some required readings, but primarily involves learner-defined action and/or research projects culminating in papers related to the student's purposes and interests. Students pursuing a Dignity Studies specialization would take a 5-credit course, "Dignity Studies," as part of their required courses.

# Center for Critical Environmental and Global Literacy (CCEGL)

We are now partnering with the **Center for Critical Environmental and Global Literacy (CCEGL),** and their Executive Director, Dr. Sudia Paloma McCaleb (**supaloma@ccegl.org**) to offer CCEGL participants the opportunity to use their studies, travel and learning with CCEGL as important projects and studies for two of WISR's degree programs—the MS in Education and Community Leadership, and the EdD (Doctorate of Education) in Higher Education and Social Change. Students involved with CCEGL, for example, can use as little or as much of their involvement with CCEGL in developing and pursuing these personalized projects. Some students might be involved with CCEGL for just several months and use their CCEGL studies and their educational travel for one, two or three WISR course projects. Other students may go "above and beyond" the typical involvement with CCEGL, if they wish, and use their CCEGL endeavors for more than three projects, or even for a thesis or dissertation.

The **Center for Critical Environmental Global Literacy (CCEGL)** [http://ccegl.org/] supports innovative educational projects and activities that embrace and infuse a critical, social justice and humanistic approach to education, thinking and action. Our goal is to bring educators, youth and community together to explore critical issues in education towards the furthering of democratic values; environmental stewardship; global cooperation and the development of critical literacy and media skills.

One of their goals is to help teachers to gain a global focus for their teaching and to help their students to understand common environmental and social challenges among the world's peoples. This institute is for people who are committed to providing others with an understanding of the interdependence of the people and eco-systems around the globe.

For the past 15 years, their International Teacher Collaboration project has been carried out with Bay Area classroom teachers, artists, organizers and community activists as they learned about both the local and global implications of current environmental challenges. Part of the institute is a journey to another country, lately to El Salvador or Oaxaca, Mexico, to engage in an international educational exchange. During the collaborations, teaching and community building practices and common life themes are explored, and lasting personal and professional relationships are sometimes developed. Students in the home classroom of participating teachers can become thoroughly integrated in the journey of their teacher and the process and experiences are also shared with the families and the greater school community. We believe that young people who build first hand connections, with peers in different countries will grow up developing a critical awareness of their interconnectedness to other people and places around the world.

# NON-DEGREE LEARNING

WISR currently offers some options for adult learners who do not wish to pursue an academic degree. WISR only offers studies in areas addressed in WISR courses and degree programs, even though learners are not required to study all the courses required for a particular degree.

## *ABOUT CONTINUING EDUCATION @ W.I.S.R.–for MFTs, LPCCs, LCSWs, and LEPs:*

WISR offers **Board of Behavioral Sciences approved Continuing Education (CE)** for all Licensed Marriage and Family Therapists (MFTs), Licensed Clinical Social Workers (LCSWs), Licensed Educational Psychologists (LEPs), and Licensed Professional Clinical Counselors (LPCCs). These courses will address personal and social healing and offer in-depth learning opportunities in select required and elective clinical subject areas. The courses enable students to equip themselves with the practical skills and analytical tools necessary to maintain their licensure and enhance their professional expertise. MFT Core Faculty coordinate the BBS CE courses. Additionally, these Continuing Education seminars are also open to all current WISR students and alumni/ae as well as students. In particular, drawing on the methods and content of the courses in WISR's four academic degree programs,

## MFT and LPCC Coursework Required by State of California's Board of Behavioral Sciences

● Those moving to California from out of state and who are seeking the State of California Marriage and Family Therapy (MFT) license, are able to take their needed MFT courses at WISR. **WISR's MFT courses are State approved.** In addition, sometimes MFT students and interns from within California need to pursue an additional class immediately, and oftentimes arrangements can be made to start a self-paced MFT course on as little as one week's notice.

● WISR is also offering **courses** designed specifically to meet State academic requirements **for those seeking the new California LPCC license**. Contact WISR for information on these courses and the affordable costs involved.

## OTHER NON-DEGREE OPPORTUNITIES AT W.I.S.R.:

WISR welcomes learners from other academic institutions, and from the larger community **who wish personalized assistance from WISR's highly capable and experienced faculty.** Most WISR faculty members combine years of experience in facilitating creative, personalized, community-based learning "the WISR way" with the conventional expertise gained in earning graduate degrees from such well-known institutions as the University of California at Berkeley and New York University. In particular, drawing on the methods and content of the courses in the WISR's four academic degree programs.

# WISR faculty are available to instruct, guide, coach and support learners

who are interested in learning that is within the scope of the content and learning methods of WISR's degree programs:

● **Working on books, articles, theses or dissertations**;

● **Looking for assistance in improving their writing** (especially, to express themselves in their own voice);

● **Interested in learning how to use qualitative research methods** (e.g., participant-observation, action, and interviewing methods) **and participatory, action-oriented research**;

● **Aiming to starting their own non-profit agency or an innovative program** within an existing agency;

● **In retirement or nearing retirement and want to be part of an exciting, socially concerned intellectual community**, in order to further their pursuit of lifelong learning;

● **Seeking coaching, intellectual stimulation, and support for their exploration of "mid-life" career and life transitions**;

● Interested in **becoming part of a multicultural learning community that is hospitable to intellectual activists** and others who are marginalized by many conventional institutions.

## Tuition charges . . . for students seeking to receive credit for only one or two independent

study courses, or for non-degree instruction in areas in which WISR offers academic degrees: The fee is typically $1,225.00 per course (beginning November 1, 2021, $1,500/course generally). For MFT or LPCC courses for academic credit, the fee is also typically $1,225.00 per course (beginning November 1, 2021, $1,500/course generally). However, the CEO or the Chief Academic Officer may evaluate the workload for faculty on a case-by-case basis, and in some cases, students may pay a fair and appropriate amount that is somewhat more or less than these amounts, and in any case, the appropriate tuition will be disclosed in the student's enrollment agreement.

# WISR FACULTY AND STAFF

## Faculty and Staff Profiles

**OVERVIEW OF WISR FACULTY.** WISR has deliberately sought faculty members whose range of ethnic backgrounds, academic disciplines, work experiences, and community involvements allow them to act as resource people for WISR's adult, community-involved students in ways that go beyond intellectual specialization and unite academic with professional and community concerns.

WISR faculty generally have very broad, interdisciplinary social science expertise beyond their particular areas of specialization, which enables them to work with our varied student population. They have many years of teaching experience, both in traditional academic settings and at WISR. Many have been teaching at WISR for 10 years or more. There is a very low rate of faculty turnover at WISR, and indeed, faculty are enthusiastically committed to working at WISR in personalized ways with the diverse and talented population of mature adults who enroll at WISR.

WISR faculty also have a rich background of involvement with community organizations, other educational institutions, and consulting practice. This practical experience further enriches their contributions to student learning, given the strong practical community concerns of most of our students. Indeed, this is the case with our two faculty who are licensed Marriage and Family Therapists (LMFTs).

## WISR GRADUATE FACULTY

**WISR Graduate Faculty** (whose names are highlighted in red) are those faculty with accredited doctoral degrees, and additional, relevant advanced academic and/or professional experience, who are lead instructors in courses for (and who can serve as faculty on Graduation Review Boards of) WISR doctoral students and Master's students. Only those who are lead instructors of courses have the responsibility and authority to make final evaluation and approval of courses assignments submitted by students. A graduate faculty member without a doctoral degree, or with an unaccredited doctoral degree, may be able to be a lead instructor in the MS in Psychology/MFT program, and in work with students in related fields in the MS in Education and Community Leadership program, if they have at least 15 years of experience as a Licensed Marriage and Family Therapist (LMFT), over 10 of which must be in the State of California, and who also have proven expertise in educating therapists and other professionals in related fields, as evidenced in presentations at professional conferences, continuing education workshops, professional leadership and educational writings.

**JOHN BILORUSKY.** BA cum laude, General Studies and Physics, University of Colorado, 1967. MA, Sociology of Education, University of California at Berkeley, 1968. PhD, Higher Education, UC Berkeley, 1972. John is **President of WISR**, was a co-founder of WISR in 1975, and has served full-time on WISR's faculty ever since. In 1970-71, John taught senior thesis seminars in the Social Sciences Integrated Courses and Field Major, as a Teaching Associate at the University of California, Berkeley. From 1971-73, he was Assistant Professor of Urban Affairs and Senior Research Associate in the Institute for Research and Training in Higher Education, at the University of Cincinnati. There he taught the required action-research course in the College of Community Services, created and coordinated the College's Individualized Learning Program, and

served as an in-house organizational and evaluation consultant for faculty at the University. Then, from 1973-75, he was Director of Graduate Studies at University Without Walls-Berkeley. He is the author of published articles and papers on higher education and social change, adult learning, and practical, community-based and participatory research methods, including a co-authored book published by the Carnegie Commission on Higher Education, May 1970: The Campus Aftermath of Cambodia and Kent State (with Richard Peterson) and two books to be published by Routledge Press in 2021—Principles and Methods of Transformative Action Research, and Cases and Illustrations of Transformative Action Research. He has served as a consultant for community agencies in the area of participatory action-research, including directing a major study of needs and services for low-income elders for the Los Angeles Community Redevelopment Agency, and using participatory research in collaboration with the Bay Area Black United Fund on three occasions for their African American Health Summits. In addition, he has done collaborative consultations with dozens of Bay Area groups over the years. He has conducted evaluations of colleges and educational innovations, for such institutions as De Pauw University (Indiana), Macalester College (Minnesota), Colorado College, New College of California, and Fresno State University. He has conducted feasibility studies for such groups as the California Housing Trust Fund and Cleveland State University's Department of Human Services. John serves on the Advisory Board of the global network of Human Dignity and Humiliation Studies ( https://www.humiliationstudies.org/  ).  john.bilorusky@wisr.edu  For more information, go to: www.johnbilorusky.academia.edu

**PETER GABEL** J.D., Ph.D. The Wright Institute 1981 (Social-Clinical Psychology); J.D. Harvard Law School 1972 (magna cum laude); B.A. Harvard College 1968 (English Literature–phi beta kappa). Peter Gabel is the former president of New College of California and was a law professor at New College's public-interest law school for over thirty years. He has been Editor-at-Large of Tikkun magazine for the last thirty years and is now co-chair of the Project for Integrating Spirituality, Law, and Politics. He is also currently president of the Arlene Francis Foundation for Spirit, Art and Politics in Santa Rosa, in addition to teaching social-spiritual activism at WISR.  He is the author of many articles on law, politics, and social change, and has published three books: The Bank Teller and Other Essays on the Politics of Meaning (Acada Books 2000); Another Way of Seeing: Essays on Transforming Law, Politics, and Culture (Quid Pro Books 2014); and most recently, The Desire for Mutual Recognition: Social Movements and the Dissolution of the False Self (Routledge Press 2018). He received an Honorary Doctorate of Laws from San Francisco State University in 2015 and has been described by Cornel West as "one of the grand prophetic voices in our day and a long-distance runner in the struggle for justice." ptrgabel@gmail.com

**BRIAN GERRARD.** PhD Sociology, University of New South Wales, Sydney, PhD Counseling Psychology, University of Toronto. M.A. Counseling Psychology, University of British Columbia. **Brian is WISR's Chief Academic Officer.** Brian is Emeritus Associate Professor, Counseling Psychology Department, University of San Francisco. He holds teaching awards from two universities. He has extensive experience teaching a wide variety of Master's and Doctoral level courses in counselor education. Brian developed USF's masters MFT program and for 14 years served as MFT Coordinator. His orientation emphasizes an integration of family systems and problem-solving approaches. He is an experienced administrator and has been Chair of the Counseling Psychology Department three times. Currently, he is a member of the Board,

University of San Francisco Center for Child and Family Development. The Center, co-founded by Brian, has for years managed the largest longest-running School-Based Family Counseling program of its type in the USA. Its Mission Possible Program has served more than 15,000 children and families in over 100 Bay area schools. Brian is also Chair of the Institute for School-Based Family Counseling. The Institute sponsors the International Journal for School-Based Family Counseling and the Oxford Symposium in School-Based Family Counseling. He is also Symposium Director for the Oxford Symposium in School-Based Family Counseling which is an international association with members in 22 countries and which meets at Brasenose College, Oxford University in even years and other international sites in alternate years. Brian is senior editor of the book, *School-Based Family Counseling: an Interdisciplinary Practitioner's Guide* (Routliedge, 2019)  brian.gerrard@wisr.edu     gerrardba@outlook.com

**LINDA M. HARTLING.** Ph.D., Clinical/Community Psychology, The Union Institute Graduate School, Cincinnati,Ohio, 1995. Master's of Music., University of Oregon, Eugene, Oregon, 1989.Bachelor's of Music, University of Oregon, Eugene, Oregon, 1978. Dr. Hartling is the Director of Human Dignity and Humiliation Studies (HumanDHS) and is part of the leadership team facilitating HumanDHS projects, including the World Dignity University initiative and Dignity Press. HumanDHS is a global transdisciplinary network of scholars, practitioners, and activists collaborating to end cycles of humiliation while encouraging practices that support the dignity of people and the planet. Dr. Hartling is the past Associate Director of the Jean Baker Miller Training Institute (JBMTI), part of the Wellesley Centers for Women (WCW) at Wellesley College in Massachusetts. Dr. Hartling holds a doctoral degree in clinical/community psychology and has published papers on Relational-Cultural Theory, workplace practices, resilience, substance abuse prevention, and the psychological and social impact of humiliation. She is co-editor of The Complexity of Connection: Writings from the Jean Baker Miller Training Institute at the Stone Center (2004) and author of the Humiliation Inventory, the first scale to assess the internal experience of humiliation. Dr. Hartling is the recipient of the 2010 Research Award presented by the Association for Creativity in Counseling, American Counseling Association. She was recently honored with the 2015 HumanDHS Lifetime Achievement Award, presented at the 26th Annual Workshop on Transforming Humiliation and Violent Conflict, at Teachers College, Columbia University, New York City. lhartling@me.com; lhartling@humiliationstudies.org; lhartling@icloud.com  linda.hartling @wisr.edu

**RONALD MAH, LMFT**.  BA in Psychology and Social Sciences, University of California at Berkeley, 1975. MA in Psychology, Western Institute for Social Research, 1991. Teacher's Credential Program, University of California at Berkeley, 1976. PhD in Higher Education and Social Change, Western Institute for Social Research, 2013. **Ronald is Director of WISR's MFT Program.** Ronald has had a private practice since 1994 as a Licensed Marriage and Family Therapist. He is a credentialed elementary and secondary teacher, and former owner-director of a preschool and daycare center. He does consulting and training for human service organizations, teaching courses and workshops for many community agencies and educational institutions around the California and the United States. He is a visible and active writer of books and articles in the field. His areas of special concern include child development, parenting and child-rearing, multicultural education, and teacher education. He recently served two terms on the

Board of Directors of the California Association of Marriage and Family Therapists, and has served on the Board of the California Kindergarten Association. Ronald recently completed his PhD at WISR, writing on multiple topics on couple's therapy, and for a potential twenty book series, possibly e-books. For more information about Ronald's many professional endeavors, go to www.ronaldmah.com    Ronald@RonaldMah.com    ronald.mah@wisr.edu

**ELENIE OPFFER.** Ph.D., Communications, University of Colorado, Boulder. MA, Speech Communication, San Francisco State University. BA *Cum Laude*, Humanities, San Francisco State University.  Elenie joins WISR after serving as a communication professor at several universities including University of Wisconsin-Parkside, Regis University, Denver, and California State University, Stanislaus. She currently teaches full-time as an Organizational Communication Faculty member at California State University, Channel Islands. Her research, teaching, and service interests encompass social justice, social identity, and conflict transformation within various organizational and societal contexts. Some courses she has developed and taught on diverse identities include: intercultural communication, ethnicity and communication, diversity and communication, gender and communication, and sexuality and communication. Courses revolving around conflict transformation include: conflict and communication, group dialogue, mediation, and designing conflict interventions. Her organizational communication emphasis includes classes on organizational communication, leadership, and nonprofit management. She has also taught qualitative and action research methods. Elenie was the founding director of the Regis University Conflict and Dialogue Studies program, worked as a mediation and conflict resolution consultant, trainer, and intervenor for the Community Board Program, and currently serves on the Advisory Board of the National Peace Summit in Nigeria. She recently co-founded a US Chapter of the Centre for Sustainable Development and Education in Africa. Locally, she has been active in developing and delivering training for university LGBTQI Safe Zone programs, and serves as a fellow at the Intercultural Communication Institute's summer program. Some of her publications include: Coming out in class: notes from the college classroom; The Rhetoric of Rocky Mountain Women; Talking trekking and transforming a male preserve; and A Systemic Approach to School Conflict Resolution. When she's not working, you might find Elenie hiking, biking, or dancing till the break of dawn.   elenie.opffer@wisr.edu    elenie.opffer@gmail.com

**SUDIA PALOMA MCCALEB.** BA in Anthropology and Romance Languages, University of Michigan, Masters in Education, Bank Street College, New York City. EdD in Multicultural and International Education, University of San Francisco, 1992. (Doctoral thesis focused on working with multi-cultural and multi-lingual families in the early literacy development of their children). **Sudia is Director of WISR's Doctoral Program.** Dr. Paloma McCaleb was born into a family of educators and grew up in an apartment above the school that her parents founded.   She began teaching Head Start programs and Columbia University laboratory schools in New York City. Upon moving to California, she assumed the Educational Directorship at University of California, Berkeley Early Childhood Centers through the ASUC (Associated Students, University of California).   Subsequently,   she   directed   her   own   small   family   pre-school/kindergarten.  A Berkeley school funding initiative led her to become an arts specialist in Berkeley public schools.  Later she became an educator and teacher of literacy development and second language development in Oakland and Sonoma County schools. . She was a popular workshop presenter at CABE (California Association of Bilingual Educators) and NAME (National Association of Multicultural Education).  She created the CA State accredited primary

and secondary bilingual (Spanish and Cantonese) Teacher Education and Masters programs in Critical Environmental & Global Literacy Programs at New College of California in San Francisco, where she directed and taught literacy and English Language development, multicultural education, participatory action research, environmental education) for 15 years. In 2008 she created and served as Executive Director of CCEGL (Center for Critical Environmental & Global Literacy) which focuses on building teacher and community consciousness around Environmental Challenges. This work has extended to communities and school educators in Guatemala, Mexico, Romania, Hungary, Cuba and El Salvador. At the present time her work focuses on building collaborative relationships between bay area educators (and beyond) and indigenous communities in Oaxaca, Mexico and Sonsonate, El Salvador.   sudiapaloma.mccaleb@wisr.edu   sudiapaloma@gmail.com

**KAREN WALL.** RN-BC, OFS, LMFT:  AA, Pre-Medicine, New Mexico Military Institute, 1982; BS, Biology, Texas Tech University, 1985; MA (PD), Secondary Science Education with Teaching Credential, University of Hawaii-Manoa, 1987; BS, Nursing, York College of Pennsylvania, 1992; MA, Counseling Psychology/Marriage and Family Therapy, Argosy University-Inland Empire, 2011; EdD, Counseling Psychology, Argosy University-San Francisco Bay, 2015. In her dissertation, Karen surveyed practicing therapists about their views on the inclusion of religion and spirituality in their work with their clients based on how competent and confident they felt from their graduate training. Her survey revealed a need for more intensive coverage of these topics in the curriculum at the graduate level. She has developed a course which she hopes to pilot in the future and integrates elements of her research into her current teaching of MFT students. Her publications include a book chapter on the use of technology in behavioral health, specifically with veterans:  "Chapter 7: Technology use in behavioral medicine health"  and articles in the areas of social robotics: "Use of Robotic Animals in VA Long-Term Care: An Example of Person-Centered Care";  technology use in behavioral health: "The Interactive Mobile App Review Toolkit (IMART): A Clinical Practice-Oriented System"; " An interprofessional framework for telebehavioral health competencies";  "Telebehavioral health, telemental health, e-therapy and e-health competencies: The need for an interprofessional framework"; psychopharmacology: "The Efficacy Of Prazosin To Treat Nightmares Related To Post Traumatic Stress Disorder"; and employee wellness and resiliency: "B.R.E.A.T.H.E. Staff Resilience Training". Karen taught nursing at the University of Southern California as a clinical instructor for the undergraduate psychiatric nursing rotations. Karen is currently a consultant with the Human Development Institute, working with Stefan Deutsch developing a mobile app to teach people about Self-Love. She is also a consultant with the AllofUs Research Program at the NIH as a Participant Ambassador.

She is active in her Catholic faith and is a Professed member of the Secular Franciscan Order, a lay religious fraternity. Karen is very passionate about animals and animal assisted therapy, especially with Veterans living with dementia and with PTSD. During her nursing practice as the Dementia Care Coordinator for the VA Palo Alto Health Care System, Karen volunteered with Paws For Purple Hearts service dog training program at Menlo Park VA as a puppy sitter and worked with a facility dog for the Community Living Center, providing AAT for the older Veteran residents. Karen retired (her second-the first being from the Army) from the VA in June 2019, and now lives in Albuquerque, NM, where she enjoys her much-welcomed free time to do volunteer work with service dogs and animals with Paws and Stripes and Animal Humane of NM. She is a

long-time volunteer with the Best Friends Animal Sanctuary in UT and spends time there during the year helping care for the animals living there. Karen is a volunteer mental health and dementia expert with the Honor Flight of Northern New Mexico. Partly due to being a "military brat" and being in the military herself, Karen loves to travel and learn about every culture she can experience, including learning languages. She was raised in Hawai'i in a military family, and served 23 years in the US Army, in logistics and then as a psychiatric nurse, including a deployment to Saudi Arabia in 1991 during the Gulf War. Karen has a private practice as an LMFT and uses technology and online teletherapy in addition to traditional models to see her clients. karen.wall@wisr.edu    logos68540@gmail.com karenlmft97283@gmail.com

# WISR LEARNING SUPPORT INSTRUCTORS

**WISR Learning Support Instructors** (whose names are highlighted in blue) have extensive and relevant professional and community leadership experience and provide **learning support** and assistance in their area(s) of expertise to WISR students under the supervision of WISR Graduate Faculty. Learning Support Instructors serve as teaching assistants and professional mentors/peer tutors for WISR students and do provide valuable instruction and support services, in their areas of expertise. They help in facilitating the learning of WISR's graduate, but only under the direction and supervision of Graduate Faculty, who have the sole authority and responsibility for directing and evaluating graduate student learning and progress. *They are not allowed to supervise Master's or Doctoral students, evaluate their work for course credit, or serve on Graduation Review Boards for Master's or Doctoral Students.*

**MARILYN JACKSON**.BA, Augustana College, 1981, Religion. M.A., Holy Names College, Institute in Creation Spirituality and Culture, 1989. PhD, WISR, Higher Education and Social Change, 2004. In her dissertation, Dr. Jackson contrasted popular spirituality movements in Western society to traditional religion, by relating Creation Spirituality to Lutheranism. Two of her recent articles were published: "The Life of the People: The Legacy of N.F.S. Grundtvig and Nonviolent Social Change Through Popular Education in Denmark" and "Education for Life at Danish Folk Schools and Highlander." Marilyn continues to study and work on unlearning racism and building multicultural society through dialogue, education, cultural expression and community based celebrations. She is also interested in women's and career development issues, as well as lifestyles, health and environment. She has organized education activities about indigenous people and has been extensively involved with Scandinavian music and other cultural activities, including translating Swedish songs. As part of her commitment to egalitarian values, she educates others about socialism and social democratic values. She is on the Board and staff of the Ecumenical Peace Institute, and the Board of the Folk Education Association of America. In addition to serving as a member of WISR's core faculty, she is **Executive Assistant to WISR's President.** marilyn.jackson@wisr.edu

**LARRY LOEBIG.** BS, Summit University, Real Estate Management, 1998. MS, Summit University, Organizational Behavior, 1999. He is a graduate of Coach University and received the MCC designation from the International Coaching Federation. When he was the Business Manager of the Black Scholar Journal, he was introduced to the works of Jay Conrad Levinson and recently became Jay's master trainer for the Western United States and is Director of the Academy for Guerrilla Marketing International. He is an advocate of learning in action and has

applied his theory and learning in co-founding California.com Inc., and as an active Director of the Socially Responsible Internet Company. He has developed an interest in alternative dispute resolution and earned certification with Mediator Training International with an emphasis on conflict in the workplace. He provides supplemental learning support to WISR students in his areas of professional expertise under the supervision of WISR Graduate Faculty. larry.loebig@wisr.edu    larryloebig@gmail.com

**CYNTHIA ROBERSON.** Master of Library and Information Science, San Jose State University, 2014. BA, Music, California State University East Bay, 2007. AA, Liberal Studies, Contra Costa College, 2003. **Cynthia is WISR's Library Director**.  She began her career as a teacher – first as a music teacher in the East Bay, then as a substitute teacher for West Contra Costa and New Haven Unified School Districts. Currently, she works as a Family Care Specialist  in the funderal industry while working on library projects for WISR. She is working to get WISR'S library resources online and accessible to students and faculty. cynthia.roberson@wisr.edu

**MONIKA SCOTT-DAVIS, LMFT.** MA Psychology (MFT), WISR, 2008. MA Gerontology, San Francisco State University, 2011. Monika is a licensed Marriage and Family Therapist and has ten years of experience in the field of mental health and social services. She has worked with youth in the foster care system, and seniors striving to maintain their independence in their homes and community.  She is now in the dissertation stage of her doctoral studies at WISR, and she continues to work on the important matter and needed area of concern, of foster youth who age out of the system with little or no continuing support. Ms. Scott was employed with Adult Protective Services as a social worker with the county of Alameda as an intake social worker and a field investigator. In March of 2017 Ms. Scott went to work for Center for Elder's Independence as a psychiatric social worker. Center for Elders Independence, CEI is a PACE model program.  The PACE model stands for Program of All Inclusive Care for the Elderly.  CEI is a multi-disciplinary program for seniors designed to meet the needs of nursing home eligible seniors and allow them to maintain their independence in the community.  In July of 2019, she began working at Root Community Health Services  as a behavioral health clinician.  Roots is a full service clinic which began in 2008 serving the re-entry population.  Roots continues to serve formerly incarcerated individuals as they launch to self-sufficiency; in addition, Roots serves a diverse demographic which encompasses marginalized communities who have suffered with poor health outcomes.   Ms. Scott also has been in private practice since August of 2016.  Ms. Scott's psychotherapy practice is called Abundant Life Therapy Center located at 2034 Blake Street Berkeley CA 94704 (510) 393-8121. monika.scott-davis@wisr.edu    monika36@yahoo.com

# ADJUNCT FACULTY

**ROSA REINIKAINEN, Learning Support Instructor.** BA in Psychology, Minor in Women's Studies, University of New Mexico 1998, MA in Counseling, Southwestern College, 2001, Doctoral Candidate at WISR since 2015. Licensed California Marriage and Family Therapist. Natural Therapeutic Specialist, New Mexico School of Natural Therapeutics, 2002. Trained Clairvoyant and Ordained Minister, Psychic Horizons and Church of Natural Grace 2007. **Rosa is also Coordinator of Student Services at WISR.** Rosa has worked with the

LGBTQI and alternative sexual community for over 20 years. She has extensive experience addressing trauma including cultural and collective trauma. She works with sexual and gender minorities, communities of color and other oppressed populations in a variety of settings, including survivors and perpetrators of domestic violence, rape and sexual abuse survivors. She has served on various boards including Santa Fe Rape Crisis Center, GAYLESTA (LGBTQI Therapist Organization) and Bay Area Open Minds (Sexual & Gender Minority Therapist Organization). She has professional experience in community mental health agencies and inpatient facilities as well as a variety of other settings. In her work, Rosa focuses on love, attachment and somatic therapies and how that relates to social justice. She is a long-time activist and advocate for equality. She has worked within the field of education as an early childhood teacher, a middle school and high school wellness counselor and educator and has worked in adult education as well. She has offered CEUs for therapists working with LGBTQI people as well as working with transgender and gender non-binary people. She has also offered CEU courses in cultural competency in working with sex and sexuality and pagan communities. She works with integrative therapies with body, mind and spirit in her online private practice. She also works collaboratively with her spouse, who is an acupuncturist, to help people heal. She is focused on dismantling supremacy, especially white supremacy and racism. Rosa is rooted in the ideas around human dignity. Rosa is a lifelong learner and regularly updates her knowledge about the world, psychology, trauma, the body, spirituality, and healing. rosa.reinikainen@wisr.edu , rosa.reinikainen@gmail.com , rainandsunfamilywellness @gmail.com

**TITUS YU, Graduate Faculty.** PhD., Intercultural Philosophy and Religion, jointly University of Washington, Seattle, and California Institute of Integral Studies (CIIS), San Francisco, 1983. MA, Literature, University of Wisconsin, Madison, 1968. Dr. Yu is founding President of and a professor at Andrew University, Berkeley, CA, which began its operation in 1996 as a Liberal Studies school offering academic programs ranging from BA completion to Master's to Doctoral degrees including PhD in Humanities. Before that, he taught Comparative Religion and Philosophy, East and West at Simon Fraser University, Barnaby, Canada, the Univesity of Alberta, Edmonston, Canada, JFK Univesity in Orinda, CA, and the Graduate Theological Union in Berkeley. From the 1980s through the 1990s he served as a member of onsite visiting teams for the State of California Bureau of Private Postsecondary and Vocational Education (later named Bureau of Private Postsecondary Education). He is an American Baptist Pastor, and since 1985, has served in that role at Thousand Oaks Bapitist Church in Berkeley. He is the author of several books, including: *The I Ching (Book of Transformation) in Light of Its Archaic Etymology, Seeming Controversies in the Old Testament,* and *Seeming Controversies in the New Testament.*

# WISR STAFF

**DALIA LIANG. Chief Administrative Officer and Chief Finance Officer.** Graduate of the Paralegal Studies Program, San Francisco State University, high honors, 2006. BS in Organizational Behavior from University of San Francisco, 2009. In her role as Chief Administrative Officer, Dalia collaborates closely with the President, and with other WISR faculty and staff, in helping to implement and coordinate essential administrative functions, including overseeing finances at WISR. She is a seasoned legal support professional with an unwavering commitment to social justice. During her two decades of employment in the legal field, she has provided full-scale litigation support services to government agency attorneys, public interest attorneys, as well as private and pro bono attorneys in an abundance of cases: employment, taxation, eminent domain, special education, disability rights, elder protection and health care law, and complex civil litigation. Dalia speaks fluent Spanish and Chinese, and in the late 80s and 90s, was translator and advocate to battered women and immigrant women of sex crimes. Dalia also helped at-risk youth stay in school and counseled persons with HIV/AIDS and terminal cancer. Dalia lives in the East Bay with her husband Tyler, her two children Kyle and Leon, and their dog HoneyButt. dalia.liang@wisr.edu

**TONI NEMIA. Executive Director of the Center for Child and Family Development, School Based Family Counseling.** MS, Counseling Psychology-Marriage & Family Therapy, San Francisco State University, 1987. MA, Literacy-Secondary Education, San Francisco State University, 1976. BA, English major, Anthropology minor, University of California, Berkeley, 1970. As the Executive Director of the Center for Child and Family Development, School Based Family Counseling, Toni has her hand in clinical and program aspects of this training program. Outside of that role, she has a small sliding fee private practice in San Francisco where she sees clients. As an outside supervisor, she also works with Master's level clinicians who are working toward MFT, PCC, and Social Work licensing primarily with a school-based emphasis. She has a 40+ year history with the San Francisco Unified School District, first as a high school reading specialist, then as a licensed MFT when she segued into school based mental health with a joyous leap. Supervision is a current passion. She is a member of the Institute for School Based Family. She can't go a day without reading and longs for enough time to reengage with her micropetitpoint. Toni identifies as cisgender. As a multi-racial Jew, she is committed to anti-racist work and knows full well how much privilege she has been afforded. tnemia.ccfd@gmail.com

**MARK WILSON. WISR Learning Experience Designer\Technologian**. In this role, he provides leadership in the development, implementation, and evaluation of all technology-related activities at WISR to ensure a realistic balance between the opportunities technology provides and the goals of faculty's instructional programs so students, teachers, librarians, and clerical staff work together. He is involved in user experience design and online course design, so that technology meets the needs of members of the WISR learning community. He is strongly committed to helping WISR improve its learning technology in support of our long-standing mission to promote self-directed adult learning.
Mark Wilson is a retired craftsman. After studying the art and science of glass, he worked 20 years as a scientific glassblower in Silicon Valley making gas LASERs, X-ray tubes and high intensity

short-arc lamps to manufacture computer chips. He returned to college in Oakland's Peralta Community College District (PCCD) and has completed Liberal Arts and Sociology Associate's degrees from Berkeley City College. Inspired by the lack of support for adult students, Mark was deeply involved in the shared governance of the PCCD, collaborating with other student leaders in creating a four-college Peralta Student Council and serving two years as its first Communications Officer. He represented students on the PeopleSoft Financial Aid Upgrade Steering Committee, to automate financial aid disbursements. Mark was also a student worker at the Peralta Colleges Foundation, helping run fundraising events and supporting the RSVP pilot program; a cohort of first year students committed to graduating from Peralta in two years. More recently, he has been a member of the Steering Committee of the Community Change and Urban Leadership (CCUL) Initiative at the College of Alameda. Mark belongs to the Association for Learning Technology (ALT), the Council for Adult and Experiential Learning (CAEL), and the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL), the group leading ePortfolio research. He has attended many education conferences and is a member of the AAEEBL Practices & Pedagogies Special Interest Group. He is also a Digital Storytelling facilitator trained at Berkeley's StoryCenter. Mark is enrolled as a non-degree student at WISR while completing his Bachelor's degree in the College of Individualized Studies at Metropolitan State University in St. Paul, MN, through their distance learning degree program. Very recently, he was selected as a HASTAC (the Humanities, Arts, Science, and Technology Alliance and Collaboratory) Scholar for the 2017-19 cohort. An "innovative student-driven community", HASTAC is the "world's first and oldest academic social network." "We are building a community of students working at the intersection of technology and the arts, humanities and sciences." See more at https://www.linkedin.com/in/markcorbettwilson/    mark.wilson@wisr.edu

# Retired, Long-time Core Faculty

**TORRY DICKINSON, Core Faculty Emeritus.** B.A. Sociology, Livingston College, Rutgers University, New Brunswick, NJ, 1975. M.A. Sociology, SUNY-Binghamton, 1977. Graduate Certificate in Women and Public Policy, Rockefeller Institute for Public Affairs, SUNY-Albany, 1983. Ph.D. SUNY-Binghamton, Sociology 1983. Torry has recently rejoined WISR's core faculty after having spent about 10 years as a WISR core faculty member in the 1980s and 90s. Torry is Professor Emeritus at Kansas State University (Gender, Women and Sexuality Studies and Sociology/Nonviolence Studies). She has authored, co-authored, and edited a number of books including: *Transformations: Feminist Pathways to Global Change*; *Democracy Works;Community and the World*; *Fast Forward: Work, Gender and Protest in a Changing World*; and *CommonWealth*. In the past, she has taught or done research at a number of universities in California–in addition to WISR, at the University of California at Berkeley (School of Education, National Center for Research on Vocational Education), the University of California at Santa Cruz (Sociology, cross-listed with Women's Studies), and San Jose State University in San Jose and at the former Salinas Campus (Sociology cross-listed with Women's Studies). Torry has been a Revson Fellow in Women and Public Policy (1983) and an American Fellow (Susan B. Anthony Award) with the American Association of University Women (1980). dickins@ksu.edu

**CYNTHIA LAWRENCE,** Core Faculty Emeritus. BS in Education, Massachusetts State Teachers College at Boston, 1960. MA in Multicultural Education, Pepperdine College, 1977. PhD, Higher Education and Social Change, Western Institute for Social Research, 1987. Cynthia is a former schoolteacher, and is expert in the areas of multicultural education, alternative education, and the teaching and learning of language skills. She is a retired faculty member in Teacher Education at the University of California, San Diego. Over the years, she has developed materials and conducted training sessions to heighten teachers' sensitivity to multicultural issues. She has conducted workshops on interracial issues for such groups as the Family Stress Center and the National Organization for Women (NOW). She was appointed in 1991 to the San Diego Human Relations Commission. Cynthia was the co-author, with John Bilorusky, of the recently published articles: "Multicultural, Community-Based Knowledge-Building" in *Community and the World: Participating in Social Change*, Torry D. Dickinson (ed.), Nova Science Publishers, 2003, and "Participatory Action-Research, Inclusiveness, and Empowering Community Action" in *Democracy Works: Joining Theory and Action to Foster Global Change*. in Torry D. Dickinson and Terrie A. Becerra (eds.), Paradigm Publishers, 2008. cynthiarose@mac.com

## In Memoriam:

**Michael McAvoy, who was a core faculty member at WISR for the last decade of his life, and a friend of WISR's for several decades, until his death in 2018:**
**MICHAEL MCAVOY.** Michael received a Master's Degree in Medical Anthropology from Case Western Reserve University (Cleveland) in 1983. Prior to that, he was a student activist in the 1960's civil rights and anti-Vietnam war movements. After receiving his BA degree from St. John Fisher College (Rochester, NY) in Biology in 1970, Michael entered medical school at the Faculté de Médecine, Université de Bordeaux (France). Preferring to work on community health rather than individual change, he left in 1973 to create the San Francisco People's Health Resource Center and People's Medical School (1974-79) which provided access to medical care for the poor, along with a political-economic critique of the social causes of disease as well as education in self-care, holistic health and alternative medicine. Later, based at the Free Medical Clinic of Greater Cleveland and working with leaders of the African-American Hough neighborhood community, Michael helped develop a model community-based hypertension program, adolescent health clinic and radical health education program. In 1985 Michael joined the Core Faculty of the New College of California (San Francisco), and subsequently founded New College's Center for Community Action, Research and Education, its North Bay Campus of Culture, Ecology and Sustainable Community, and its Activism and Social Change Program. During his three decades at New College, he also served for a while as Dean of the Humanities Program and co-Academic Vice President. Currently, Michael is also seeking ways to theorize and create a social movement which combines a spiritual change in consciousness, with healing ourselves and others, while also resisting injustice, in line with Martin Luther King's vision for a universal "beloved community."

**Terry Lunsford, who served as a Board member and key member of WISR's core faculty from shortly after WISR's inception until his death in January 2009:**
**TERRY LUNSFORD.** BA with honors, General Studies and Humanities, University of Chicago, 1951. Pre-doctoral study in Psychology, University of Chicago, 1951-54. JD, Law, University of

Chicago, 1957. PhD, Sociology, University of California at Berkeley, 1970. Terry taught at UC Berkeley for four years, where he also was Chair of the Social Sciences Integrated Courses & Field Major, Academic Director of the Field Studies Program, and a professional researcher at the Center for the Study of Higher Education, at the Health & Medical Sciences Program, and at the Institute for the Study of Social Change. He was involved in the early years of studying the social and legal impacts of genetic research. Terry also helped to create an Oakland campus of New York's College for Human Services. Terry was a central figure in WISR's USDE-funded project to extend the teaching, learning and uses of action-research throughout the larger community, and in developing valuable curriculum materials and writings on participatory action-research methods and qualitative research methods. Over the years, he mentored many WISR students, and provided important leadership among the faculty and on WISR's Board.

**Art Warmoth, who contributed greatly to WISR as a Board and faculty member passed away in April 2014:**
**ART WARMOTH.** Ph.D. in Psychology, Brandeis University, 1967 (N.I.M.H. Predoctoral Fellow, 1962-65); B.A., Reed College, 1959 (Major: Literature/Theater). Art was involved in humanistic psychology since 1959, when he went to Brandeis University to pursue doctoral studies with Abraham H. Maslow. Over the years, he used his nationally recognized expertise in humanistic psychology to address local and national economic issues, to health care reform, to politics, and ecology. He joined the Psychology faculty at Sonoma State University in 1969, and became full Professor in 1985, and continued to teach there, sometimes serving as Chair of the Department of Psychology. Early in his career at Sonoma State University, Dr. Warmoth co-founded the Humanistic Psychology Institute (now the Saybrook Graduate School), which emphasizes training and research in humanistic psychology that addresses human potential at all levels. In 2005, he received "The Community-Based Learning Founders Award," which is given annually to a faculty member for career achievements and contributions in linking Sonoma State University with the local community through teaching, scholarship, and service. Art was also involved in community service, including serving on the boards of The Family Connection (a transition services agency for volunteers mentoring homeless families), the Latino Commission for Alcohol & Drug Abuse Services of Sonoma County, and the Latino Democratic Club. He was a friend of WISR's for many years, and worked with students in many topics related to social change, among them: the Economic Literacy of Citizenship, Social Entrepreneurship, The Postindustrial (Postmodern) Economy, Community Economic Survival Strategies, A Sustainable Economic Recovery, and inquiries into The Epistemological Foundations of Community and Society. More information about Dr. Warmoth. http://www.sonoma.edu/users/w/warmotha/awresume.html

# MENTORING AND ADVISING

WISR faculty are a very distinctive group of people, capable of combining intellectual rigor with practical know-how, and eager to guide, mentor, support, and collaborate in personalized ways with each student.

WISR has deliberately sought faculty members whose range of ethnic backgrounds, academic disciplines, work experiences, and community involvements allow them to act as resource people for WISR's adult, community-involved students in ways that go beyond intellectual specialization and unite academic with professional and community concerns.

WISR faculty members **generally have very broad, interdisciplinary social science expertise beyond their particular areas of specialization**, which enables them to work with our varied student population. They have **many years of teaching experience**, both in traditional academic settings and at WISR. **Many have been teaching at WISR for 10 years or more**. There is a very low rate of faculty turnover at WISR, and indeed, faculty are enthusiastically committed to working at WISR in personalized ways with the diverse and talented population of mature adults who enroll at WISR.

WISR faculty members also have a **rich background of involvement with community organizations, other educational institutions, and consulting practice**. This practical experience further enriches their contributions to student learning, given the strong practical community concerns of most of our students. Indeed, this is the case with our two faculty are licensed Marriage and Family Therapists (MFTs). More specifically, faculty serving as a major advisor for students shall have been active in their field of scholarship or profession during the five-year period preceding their mentoring and advising of students.

**WISR faculty members meet together regularly to discuss and fine tune their approaches to working with students—both as individuals and in seminars**. In these meetings, we plan seminars, problem-solve together about our work with students who present special challenges, plan quarterly All-School Gatherings to bring the majority of our learning community together, and discuss WISR's future directions. Faculty members engage in evaluations of their teaching informally throughout the year based on informal student feed-back and discussions with other faculty.

WISR is strongly committed to supporting the development of all WISR faculty. WISR considers faculty to be lifelong learners as well. WISR faculty are academicians and professionals who are devoted to improving themselves in their areas of expertise, and also to further expanding their capabilities to engage in the learner-centered instruction and the multidisciplinary inquiry that are distinctive qualities of "learning the WISR way."

Sometimes Board members, most of whom are experienced academics as well, contribute to our discussions of how to improve the quality of education at WISR. Faculty and Board understand and appreciate:

## The intangible qualities underlying learning relationships at WISR

# STUDENT SERVICES

## Newly Established Position of Student Services Coordinator (January 2020)

### The Value and Role of a Student Services Coordinator:

At this point in WISR's development, faculty see value in establishing a staff position of "Student Services Coordinator"—of having an additional, clearly identified person who can specialize in helping students address potentially unmet needs will only enhance student learning. The definition of this role and position may evolve over time, but for now, we see the following roles for the Student Services Coordinator:

● An additional person whom students may seek out for added academic support, especially when they are having difficulties in progressing with their studies, and/or when they want to either change faculty advisors or gain the support from an additional faculty person. This will help us in our current, more intense efforts, to make sure that *all* enrolled students make progress during every six-month period.

● A person whom students may seek out to get counseling referrals, including when they may be uncomfortable asking their faculty advisor for a referral.

● A person whom students may seek out who is familiar with WISR's informal career network of alumni and friends of WISR, and with some of the resources available through our online "Career Center" of informative links.

● An additional person, beyond the Board Chair and the CEO whom students may contact in the event of a sexual harassment issue, as well as in cases where there may be bullying or misunderstandings involving other students or faculty.

### Decision to Establish the Position of Student Services Coordinator
This decision has been made after a series of conversations among members of WISR's Faculty Executive Committee (which includes the CEO, Chief Academic Officer, Doctoral Program Chair and MFT Program Chair), as well as with the Chief Administrative Officer.  The Student Services Coordinator will report to the CEO and the Chief Academic Officer.

### The Student Services Coordinator:
This position is held by WISR Adjunct Faculty Member, Rosa Reinikainen, who has been a licensed counselor for over 18 years (over 12 years in California as an MFT, and over 6 years before that in New Mexico). Rosa's bio is as follows:

BA in Psychology, Minor in Women's Studies, University of New Mexico 1998, MA in Counseling, Southwestern College, 2001,  Doctoral Candidate at WISR since 2015. Licensed California Marriage and Family Therapist. Natural Therapeutic Specialist, New Mexico School of Natural Therapeutics, 2002. Rosa has worked with the LGBTQI and alternative sexual community for over 20 years. She has extensive experience addressing trauma, including cultural and collective trauma. She works with sexual and gender minorities, communities of color and other oppressed populations in a variety of settings, including survivors and perpetrators of domestic violence, rape and sexual abuse survivors. She has served on various boards, including Santa Fe

Rape Crisis Center, GAYLESTA (LGBTQI Therapist Organization) and Bay Area Open Minds (Sexual & Gender Minority Therapist Organization). She has professional experience in community mental health agencies and inpatient facilities as well as a variety of other settings. In her work, Rosa focuses on love, attachment and somatic therapies and how that relates to social justice. She is a long- time activist and advocate for equality. She has worked within the field of education as an early childhood teacher, a middle school and high school wellness counselor and educator, and has worked in adult education as well.  She has offered CEUs for therapists working with LGBTQI people as well as working with transgender and gender non-binary people. She has also offered CEU courses in cultural competency in working with sex and sexuality and pagan communities. She works with integrative therapies with body, mind and spirit in her online private practice. She also works collaboratively with her spouse, who is an acupuncturist, to help people heal. She is focused on dismantling supremacy, especially white supremacy and racism. Rosa is rooted in the ideas around human dignity. Rosa is a lifelong learner and regularly updates her knowledge about the world, psychology, trauma, the body, spirituality, and healing. **rosa.reinikainen@wisr.edu,**                                                **rosa.reinikainen@gmail.com,** **rainandsunfamilywellness@gmail.com**

**Access to Student Services Coordinator:**
Entering students are now informed about the role and contact information for the Student Services Coordinator as part of their Admissions Interview and in their initial meeting with a faculty advisor. Information about the Student Services Coordinator's role and contact information is published on WISR's website and in the catalog. Faculty are informed of the Student Services Coordinator's role and contact information, and are aware of the importance of referring students who may be in need of any of the assistance and services provided by the Student Services Coordinator. As an adjunct faculty member, the Student Services Coordinator will participate in faculty meetings.

# Other Student Services Offered, and not Offered

As a small institution serving mature, working adults, **WISR does not provide special student services associated with more traditional universities, such as a counseling center or job placement office.**

**However, as a part of the teaching-learning process, WISR faculty regularly give students personal assistance with such matters as career planning, setting personal learning goals, and evaluating their impact on other life decisions.** Faculty refer students to other students, alumni, adjunct faculty members, Board members, and others in the community who may be able to help them think through career decisions, find volunteer learning opportunities, and seek jobs.

**Student Housing**

The Western Institute for Social Research is an institution established for mature adults who are actively engaged in the work of the communities where they live. **WISR does not provide dormitories and assumes no responsibility to find or help students find housing.** Indeed, housing is not readily available near WISR's location, and one-bedroom apartments can cost $2,000 to $3,000 per month, or more, to rent. Furthermore, students are not required to live in close

proximity to WISR, or even in Northern California. Sometimes, students who are visiting from a distance may receive informal suggestions from faculty regarding nearby hotels that they may wish to investigate as possible places to stay. Students visiting WISR are typically able to find good accommodations for between $120 and $150 per night.

**In any case, all of WISR's programs may be pursued at a distance.**

**Career Development and Networking**

At WISR, career development and networking is integrated into the entire learning process. However, the assistance with Career Development and Networking does not include job placement, nor is anything stated here (in the catalog, in the enrollment agreement, and on the WISR website) meant to imply that students should expect job placement assistance, or any guarantees of job placement. Read more.

**Information about: WISR Career Center** (click on "WISR Career Center" or read in section below).

**Sexual Assault Victim Information**

All sexual harassment or assault incidents are to be reported immediately to the WISR President John Bilorusky (510-601-8164; 510-459-1447; **john.bilorusky@wisr.edu** ) or to WISR Board Chair, Marcia Campos (925-788-0997; **octav@aol.com**; **marcia.campos@wisr.edu**), or the Student Services Coordinator (contact info above). In an emergency, dial 911 for immediate attention.

# WISR Counseling Referral Guide

**WISR faculty are to use these guidelines, suggestions and resources when you are working with students who may be in need of professional counseling support and assistance. The entire guide may be accessed at: http://www.wisr.edu/wp-content/uploads/2018/06/WISR-Counseling-Referral-Guide.pdf**

*Below are the highlights of the purpose of the guide and the topics covered:*

WISR actively seeks a diverse population of students and faculty: racial, religious and ethnic minorities, non-traditional students, first generation college students, LGBTQI+, and international students who may have unique challenges in adjusting to the demands of a WISR education, or for that matter any academic study. While WISR looks for and interviews students for their capacity to manage the demands of its educational program, there may be situations where counseling can also be helpful to these students as they navigate developmental and adjustment issues on the path to fulfilling their academic goals

As an institution, WISR may have students with trauma history, substance abuse, major mental illness, chronic long-term relational problems and difficulties to take responsibility for oneself. When students have academic challenges, they may be dealing with crisis, needing mental health support, needing psychiatric attention and academic intervention in order to continue at WISR.

At WISR, all staff and faculty, and all programs, may have contact with students with mental health issues. WISR has a shared responsibility to respond to students with care for their personal well-being as well as concern for their academic success. WISR faculty and staff regularly consult with faculty, staff, parents and significant others about students of concern and how to support them. WISR has a personalized academic approach, with frequent one-on-one meetings between students and faculty. Thus, our approach to mentoring/advising students, enables staff and faculty to become aware of these issues in the "natural course" of meetings with students. WISR will designate faculty and other appropriately knowledgeable professionals to train other faculty in WISR, in how to manage students with challenging needs.

The information contained in this document explains when professional counseling might be beneficial to an individual and how to make a referral for mental health support. The concept of professional confidentiality and information about other types of referral and consultation services are also discussed.

- What Is the Role of The Faculty and Staff In Assisting Students Who Have Mental Health Issues?
- Is Consultation Available?
- When Might Professional Counseling Be Beneficial?
- When to Recommend/Refer?
- How to Recommend/Refer?
- What About Confidentiality?
- Are Referrals To Other Sources Of Assistance Possible?
- What About Emergencies That Occur During the Weekend or After Normal Office Hours?
- Are Counseling Services Available To Faculty And Staff?

# CAREER DEVELOPMENT

## WISR Internship and Career Resource Center for Community Leadership and Justice

## Mission:

The WISR Career Center for Community Leadership and Justice seeks to provide WISR students, alumni, and faculty with support and access to resources on career development in traditional and alternative areas–related to community leadership and justice, education, and counseling psychology. In particular, the WISR Career Center for Community Leadership and Justice aims to help WISR learners to use their education to change the world and to help others through their professional and community leadership roles, while also surviving and thriving materially and personally. Students will receive information and personalized guidance as they pursue, and in some cases, develop, their careers—while being mindful their own sense of what is meaningful, and their larger personally-held commitments, which may include matters of social justice, spirituality, and sustainability, for example.

**Services include: 1) Information about Socially Responsible Careers and Jobs; 2) Information about Socially Responsible Internships and Practica; 3) Informational Events and Workshops; 4) Materials on Careers and Building Bridges to the Next Important Things to do in Your Life.**

**However, the availability of information from the Career Center and the assistance with Career Development and Networking does not include job placement, nor is anything stated here (in the catalog and on the WISR website) meant to imply that students should expect job placement assistance, or any guarantees of job placement.**

**The WISR Career Center is coordinated by WISR faculty member, John Bilorusky, with support and assistance from WISR alumnus, Suzanne Quijano, MA (MFTI), MBA, and other WISR faculty.**

**Also, as part of their ongoing mentoring and advising of students, WISR faculty rather consciously and continually help students to design learning activities—action projects, research, and writings—that help to build bridges to the student's desired career path.**

## Socially Responsible Careers and Jobs

○     **Idealist.org:** This is the best one stop site for seekers of alternative, progressive opportunities for internships, jobs, careers, organizations, social actions/projects, events, individuals and community. With 100,000 (including WISR) organizational and 800,000 individual members, individuals can sign up to receive daily notice of available jobs, or a daily blog – Idealist Careers – which provides ideas and resources for preparing, seeking, and manifesting an alternative, progressive career. There are also regular webinars in this vein – all for free @ **www.idealist.org.**

○ **LearnHowToBecome.org**

LearnHowToBecome.org (http://www.learnhowtobecome.org) began in late 2013. Its mission is to help students (or other aspiring professionals) understand what it takes to land their perfect career. A one-stop, comprehensive resource, it can guide individuals through each of the steps they need to take to begin, further, or change their career path. Careers are described in detail including areas in social service, psychology, education, health and medicine and more. Also provided is a special section on 'Green' careers, socially responsible non-profit careers and domestic and international volunteer opportunities (such as AmeriCorps and the Peace Corps) to prepare and gain experience for a career of service **http://www.learnhowtobecome.org/volunteer-and-nonprofit-careers/.**

○ **Careers in Psychology**: a good site for getting support focusing in the area of psychology is **http://careersinpsychology.org/** . This includes a site for clinical and non-clinical internships; and for jobs: see\Indeed.com **http://www.indeed.com/jobs?q=Family+Therapist+Mft&l=California&rq=1&fromage=last**

○ **Green Careers and Jobs:** According to the **Economic Policy Institute** over 3.1 million Americans have a "green job," and that number continues to climb. BestColleges.com created a **career guide for green jobs** [**www.bestcolleges.com/careers/green-jobs**] which highlights several paths of study, job positions, and occupational outlooks at all degree levels.

○ **Social Innovation/Entrepreneurship**
● **http://myimpact.ch/meaningful-careers-in-social-entrepreneurship/**
● **http://www.socialenterprisebuzz.com/2013/07/29/career-change-places-to-find-social-enterprise-jobs/**
● **http://www.forbes.com/sites/samanthasmith/2012/09/10/34-places-to-find-that-new-job-social-innovators-edition/**
● **https://netimpact.org/careers/entrepreneurship-and-social-enterprise**
● **http://www.huffingtonpost.com/david-c-hodgson/social-entrepreneurship-career-choice_b_1562949.html**
● **www.LinkedIn.com**– the ultimate in career networking provides access to ideas, people, education, jobs, professions and careers across the broadest range of interests, needs and desires.

○ **Health and Public Health:** The website of the Prevention Institute in Oakland preventioninstitute.org, a progressive think and action center emphasizing 'upstream' (read: social inequalities/determinants) perspectives on health and public health issues has an excellent page for local and national jobs in health, psychology and social welfare.

○ **Higher Education**: Academic teaching/faculty opportunities/jobs/careers as well as the same in college/university administration or Alt-Academic roles in higher education can be found @ **insidehighered.com .**

○ **Activism/Social Change:**
Begin with Amherst University's webpage on careers in social activism.

- https://www.amherst.edu/campuslife/careers/amherst-careers-in/government-nonprofit/picareers/careers/social_activism
- http://www.indeed.com/q-Social-Activism-jobs.html

**Other useful sites:**
- **On-Line Sources for Non-Profit Jobs**–Perhaps the most comprehensive "one-stop-shopping" links to non-profit jobs.
- **National Opportunity NOCS**–Classified listings of nonprofit organizations.
- **Nonprofit Times**–Another classified listing of jobs.
- **The Non-Profit Career Network**–A slowly growing resource center for non-profit jobs.
- **2020 Guide to Nonprofit Jobs & Careers**—tips on developing a resume, interviewing for jobs, types of jobs
- **Community Career Center**–Through a database users can search a healthy set of job openings, many from "member" non-profits
- **Good Works Foundation**–Search jobs, post jobs through this website
- **http://www.politixgroup.com/ttjobs.htm**– Job Searching at Policy Think Tanks
- Craigslist **craigslist.org**
- Bay Area Progressive Directory **bapd.org** no jobs list, just organization contacts)
- Young Nonprofit Professionals **http://www.ynpn.org**
- Philanthropy News Digest **http://foundationcenter.org/pnd/jobs/index.jhtml**
- Nonprofit Career Network **http://www.nonprofitcareer.com**
- PNN Online **http://pnnonline.org**
- Environmental Career Opportunities **http://www.ecojobs.com**
- Nonprofit Jobs Cooperative **http://www.nonprofitjobscoop.org/**
- Opportunity Knocks **http://www.opportunitynocs.org/**
- Job Star San Francisco **http://jobstar.org/adjobs/nocal.php#environment**
- Bay Area Jobs **http://www.bajobs.com/**
- Volunteer Match **http://www.volunteermatch.org/**
- Bay Area Volunteer Information Center **http://www.volunteerinfo.org/**
- NetImpact **http://www.netimpact.org/displaycommon.cfm?an=1&subarticlenbr=713**
- Internships-USA **http://www.internships-usa.com/**
- Undergraduate Fellowships **http://career.berkeley.edu/Infolab/FellowUndergrad.stm**
- Graduate Fellowships **http://career.berkeley.edu/Infolab/FellowGrad.stm**
- Co-op America **http://www.coopamerica.org/about/employment/**
- Ecoemploy **http://www.ecoemploy.com**
- Environmental Careers Organization **http://www.eco.org**
- Sustainable Business **http://www.sustainablebusiness.com/jobs/**
- International Rivers Network **http://www.irn.org/index.php?id=sub/career/main.html**
- US EPA **http://www.epa.gov/epahrist/**

# Books

*Making a Living While Making a Difference: The Expanded Guide to Creating Careers with a Conscience* by Everett, Melissa
While we are enjoying the lowest unemployment rate in decades, our need to mesh career with purpose is at an all-time high. And, as business and society continue to place greater emphasis on

social and environmental responsibility, opportunities for career-seekers with a conscience have never been better. This completely revised second edition of "Making a Living While Making a Difference" updates the rapidly expanding career opportunities in socially responsible and green business, industry, commerce, and non-profits. Professional career counselor Melissa Everett guides the reader through a 10-step program for career development that stresses personal fulfillment, integrity, and contribution. Unlike traditional career guides that focus on defining skill areas, "Making a Living While Making a Difference" focuses on personal, social, and environmental values as the driving force for career decisions. Expanded and updated self-assessments, exercises, and visualizations point the reader toward defining their personal area of commitment. Compelling stories such as the origins of the Endangered Species Chocolate Company or the success of Stonyfield Farm, the feisty little yogurt company, illustrate how ordinary people are doing good and doing well. Everett provides a compassionate self-help framework for dealing with the unique challenges of establishing and maintaining a value-driven life/work career path. Whether a new job-seeker, job-changer, or someone who would like to make a difference right where they are, "Making a Living While Making a Difference" is the definitive "how-to-make-it-happen" guide for anyone who wants to customize their work lives to reflect their values more fully. TABLE OF CONTENTS Introduction PART ONE: THE WORK TO BE DONE Self Employment The Work to be Done Headlines We'd Like to See, I: Environmental Protection and Renewal Headlines We'd Like to See, II: Social Healing Catalysts for a Positive Future: Occupations that Make a Difference PART TWO: A TEN STEP PROGRAM FOR PRINCIPLED CAREER DEVELOPMENT Step 1: Wake Up Step 2: Stabilize Your Life Step 3: Create a Vibrant Support System Step 4: Turn On the Light of Connection

### *100 Jobs in Social Change* by Harley Jebens

The methods and opportunities to call for and implement change can be found virtually anywhere. From the high-rise offices of corporate America, to the door-to-door activities of canvassers and candidates, to the computer screens of Internet users worldwide, people from all walks of life have engaged their professional skills and personal experiences to help shape a better world. *100 Jobs in Social Change* explores those skills, experiences, and jobs to introduce you to the various opportunities available in this compelling and challenging arena of work. Spanning corporate, nonprofit, and freelance careers, *100 Jobs in Social Change* provides all the basics needed—including brief descriptions of each job, typical salary levels, prospects for finding work, and qualifications and characteristics you should possess—to flourish in a chosen line of work. Along with each entry, there is an insightful profile of a person from each field that describes a typical day on the job and details the steps each took to rise to his or her current position.

### *The Career Guide for Creative and Unconventional People* by Carol Eikleberry

http://www.goodreads.com/book/show/575803.The_Career_Guide_for_Creative_and_Unconventional_People A career guide with WISR students in mind (see review below):

"You don't have to stifle your creative impulses to pay the bills. For anyone who's ever been told, "Don't quit your day job," career counselor Carol Eikleberry is here to say, "Pursue your dreams!" Now in its third edition, her inspiring guide provides knowledgeable career guidance, real-life success stories, and eye-opening self-evaluation tools to help artistic individuals figure out how to remain different, unconventional, and hard-to-categorize while finding work they love.

The revised third edition of the popular guide for offbeat [alternative/activist] individuals seeking work that suits their unique skills, talents, and passions. Updated throughout, including new inspiration and tips for keeping a creative job notebook. Descriptions of more than 270 creative jobs, from the mainstream (architect, Web designer) to the unexpected (crossword-puzzle maker, police sketch artist). Previous editions have sold more than 60,000 copies. Reviews: "What a great manual for young rebels and older freethinkers who are plotting their next career move."—Boston Globe

*Careers for Nonconformists: A Practical Guide to Finding and Developing a Career Outside the Mainstream by Sandra Gurvis*

*Life-Work: A Career Guide for Idealists* by William A. Charland

*From Making a Profit to Making a Difference by Richard M. King*

*Good Works: A Guide to Careers in Social Change (Good Works) (Paperback)* by Donna Colvin (Editor), Ralph Nader (Editor*)*

*Careers for Good Samaritans & Other Humanitarian Types* by Marjorie Eberts (Author), Margaret Gisler (Author)

# Career Guidance from Faculty

**"As part of their ongoing mentoring and advising of students, WISR faculty rather consciously and continually help students to design learning activities—action projects, research, and writings—that help to build bridges to the student's desired career path. "In most academic programs, a student first gets a degree, and then uses that degree to qualify for a particular type of job. Although WISR degrees are a source of credibility for most of our students in their professional endeavors, many WISR alumni have told us that it was much more significant that WISR gave them the intellectual, social and emotional support and impetus to develop, embark on and/or stay committed to their own distinctive career paths, while they were in the midst of their learning at WISR. They especially value the personalized assistance from faculty, to not limit their visions by the definitions of existing jobs and careers, and to enable them to be both visionary and realistic in pursuing a life path that makes sense to them."** [Excerpt from "Multicultural, Community-Based Knowledge-Building: Lessons from a tiny institution where students and faculty sometimes find magic in the challenge and support of collaborative inquiry" by John Bilorusky and Cynthia Lawrence. In *Community and the World: Participating in Social Change*, Torry D. Dickinson (ed.). Nova Science Publishers, 2013].

**The WISR Career Center is coordinated by WISR President, John Bilorusky, with support and assistance from WISR alumnus, Suzanne Quijano, MA (MFTI), MBA, and other WISR faculty.**

At WISR, career development and networking is integrated into the entire learning process.

At WISR, like at most colleges and universities, students use the attainment of an academic degree to give them added credibility in the pursuit of career advancement. In most academic programs, a student first gets a degree, and then uses that degree to qualify for a particular type of job. At WISR, by contrast, students are assisted and encouraged to pursue career objectives while they are enrolled, and to use their projects at WISR as part of this pursuit.

**Indeed, WISR faculty make conscious and concerted efforts to help WISR students to design learning activities—action projects, writings and research—which will build bridges to each student's desired career path and objectives. For this reason, many WISR alumni believe that it was very significant that WISR gave them the academic, social and emotional support, and impetus, to develop and embark on their own self-defined, and oftentimes, very distinctive, career paths, while they were still in the midst of their studies at WISR. They have often commented on the value they place on the personalized assistance they received from WISR faculty, to not limit their visions by the definitions of existing jobs, and to enable them to construct their studies at WISR in ways that were both visionary and realistic in pursuing the next steps of a personally meaningful life path.**

WISR alumni have also frequently told us of the value of the letters of reference that WISR faculty were able to write for them—because faculty get to know students so very well at WISR, they are able to back up the letters they write on behalf of former students with considerable convincing detail and tangible illustrations about the capabilities and qualities of their students. In addition, WISR students sometimes choose to present some of the projects they completed at WISR as further proof of their capabilities—evidence which is more persuasive to most employers than a simple transcript containing grades and titles of courses completed.

## Some Career Options

Because of the nature of WISR's personalized degree programs, many WISR students enroll to pursue advanced learning, not related to employment goals, including to further their non-employed endeavors related to community leadership, as well as to design career paths for themselves that are distinctive that do not yet commonly exist in the society. Those students who enroll at WISR for the purpose of entering a career, most commonly would pursue careers within the following job classifications, identified by the United States Department of Labor's Standard Occupational Classification System Classification Codes, at the Detailed Occupation (six-digit) level:

25-1081 Education Teachers, Postsecondary
21-1013 Marriage and Family Therapists
21-1093 Social and Human Service Assistants
21-1099 Community and Social Service Specialists, All Other
11-9033 Education Administrators, Postsecondary
11-9039 Education Administrators, All Other
11-9151 Social and Community Service Managers

# JOBS AND CAREER DEVELOPMENT WITH A STATE LICENSED DEGREE FROM WISR: POSSIBILITIES AND LIMITATIONS

## At WISR, career development and networking is integrated into the entire learning process.

At WISR, like at most colleges and universities, students use the attainment of an academic degree to give them added credibility in the pursuit of career advancement. **In most academic programs, a student first gets a degree, and then uses that degree to qualify for a particular type of job. At WISR, by contrast, students are assisted and encouraged to pursue career objectives while they are enrolled, and to use their projects at WISR as part of this pursuit.**

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*It should be added that some of our alumni have professional goals that do not involve plans for further or continued employment--this is especially true of alumni who are in their retirement, or near retirement years, who want to further develop their professional knowledge and skills to help others and to make a positive difference in the world. Furthermore, many of our employed alumni place a higher priority on using the professional knowledge and expertise developed through their WISR studies in their volunteer community involvements. WISR faculty work with each student intensively and continually to help him or her to realize their goals and to use their WISR studies to build bridges to those goals.*

**Still, prospective students should be aware that there are some risks and possible limitations associated with having an unaccredited, State-licensed degree.**

**What Kinds of Jobs can I get with a WISR, California State-licensed degree? And what are the risks of an unaccredited degree like this? . . .**

**First of all, as recent economic times have shown, students are advised to never believe that an academic degree will guarantee them a job, and whether or not it increases their chances for a job depends on many variables.**

**In particular, all prospective students should understand that WISR's degree is unaccredited but State licensed, and that this results in risks for some prospective students but not others. For this reason, we alert all prospective students to the strengths and limitations of WISR's State licensed degree.** Over the decades, our students have been very, very successful in using their WISR degrees for employment in non-profit agencies and also in setting up their own consulting practices, and in many cases, also in pursuing occasional grants and outside funding.

**We caution prospective students that in many cases, public agencies (Federal, State, and local) are not interested in receiving applications from people who hold unaccredited degrees.** In most cases, those hiring for these agencies are not aware that California State Approval even exists, and they are not motivated to take the time to hear explanations from prospective employees about the solidity of State licensed degrees. Still, some of our graduates have been hired by public agencies. Nevertheless, we want all prospective students to know that in this area of employment, having a State licensed degree is likely to be a liability in many cases, at least

**Furthermore, in terms of doing more advanced graduate study in the future at an accredited institution, or in seeking a faculty position at an accredited college or university, there is definitely some risk, although in our experience, some of our alumni have been admitted to accredited graduate schools, and more than a few have been employed as faculty in accredited institutions.** Most of our alumni so employed have held part-time positions, many of them in community colleges. Several of our Doctoral alumni have obtained full-time, tenure track positions in accredited universities. Other things being equal, our alumni are at a disadvantage when applying for graduate study or faculty positions in a traditional, accredited institution, partly just because "WISR" doesn't have "big name recognition." In our experience a lot depends on the particular attitudes of the particular faculty making decisions in a particular department, in a particular institution during a particular year. It is hard to generalize, but clearly a WISR alumnus is likely to be at a disadvantage unless he or she is being evaluated by a fairly progressive group of faculty.

**One of our Master's degree options is approved to meet the academic requirement for the California MFT license, as well as for the new LPCC license, and for these purposes, it has equal status with accredited degrees. Over the years, our MFT alumni have performed exceedingly well on the State MFT licensing exams, and they have usually been very successful in their professional practices. Nevertheless, those prospective students contemplating moving out of State should learn about the reciprocity laws and arrangements with California.** Generally speaking, those who are interested in practicing as a counselor in

another state will find that their odds of being able to do so increases dramatically if they first get the California license and then move, rather than trying to use their WISR Master's degree in another state without first getting the California license. Nevertheless, a bit over 10 years ago, one of our alumni obtained her Colorado, and then her Arizona, license without first obtaining the California license. We do not know whether or not this would still be the case.

## Can I Transfer Credit from WISR, or use my WISR degree, if I wish to later study at an Accredited college or university?

**Despite the striking successes of WISR alumni in the workplace, students considering enrollment at WISR should be aware of the risks of transferring credit from one institution to another, especially from WISR, which is very small, non-traditional, and has State Approval rather than regional accreditation**. Prospective students are discouraged from seeing WISR as a stepping-stone to further studies at other institutions, because of the risks involved, unless they first check with the specific institution(s) to which they plan to transfer. The risks are especially high for students who do not complete an entire degree program, and then wish to transfer credits to another institution where they would complete their degree.

Generally speaking, WISR students have not sought to do graduate study at another institution after obtaining a Master's degree at WISR. The above noted, very real risks, notwithstanding, the WISR graduates who have applied elsewhere have oftentimes been successful. We know of only one alumnus who was turned down by another graduate program. Three WISR MA graduates were admitted to State-Approved PhD programs in Clinical Psychology, and that a fourth was admitted to a regionally accredited PhD program in Clinical Psychology. Another WISR MA alumnus, with the primary objective of obtaining her Doctorate in Naturopathic Medicine was successful in being admitted to, and them completing, the program at John Bastyr Medical College in Seattle. The majority of our alumni keep us informed of their endeavors, and we are not aware of other attempts by WISR graduates to gain admission to other institutions.

**Prospective students should take seriously the risks involved in having as a main objective, gaining admission to a more conventional graduate program after receiving a degree from WISR or completing coursework at WISR. Prospective students are encouraged to ask questions and to talk further with WISR faculty, alumni and students about their questions regarding the uses of a WISR degree in their future, hoped-for professional and academic endeavors.**

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

"The transferability of credits you earn at the Western Institute for Social Research (WISR) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or academic credits you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to

repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending WISR to determine if your credits or degree will transfer."

*These possible limitations notwithstanding, those people who have chosen to be students at WISR, after careful deliberation, have almost always found that their professional careers after graduation have been meaningful and successful in ways that are very important to them.*

**So, what do WISR students find to be the Most Valuable Benefit of pursuing a WISR degree, in terms of their Future Lives?**

**To a large extent, WISR's history is indeed the stories of our students successfully building bridges to the significant things they next want to do in their lives. Our alumni have used their academic projects at WISR to network with professionals and community groups, to create new programs and even new agencies, to carve out distinctive and well-recognized specializations and consulting practices, and to obtain professional positions that carry significant and meaningful responsibilities.** In sum, our alumni have generally been very, very satisfied with how well they have been able to use the combination of their WISR learning and their WISR State licensed degree to accomplish their goals, and indeed, to do more than they even aimed to do when they first enrolled at WISR. ***The profiles of our alumni that can be found on our website and in this catalogue attest to these successes.***

**Why have WISR alumni usually been so successful?**

**Over the years, WISR students and alumni have generally been very successful in finding high-level professional positions. Our students and alumni have only infrequently encountered difficulties in using their degrees for employment, and for obtaining grants and consulting contracts.** Partly, this is because we help prospective students to carefully weigh the pros and cons of learning at WISR and their plans for how they are likely to use the WISR unaccredited, State-licensed degree after graduation. Also, over the years, WISR has attracted a large number of remarkably motivated, talented and committed people. And, generally they believe that WISR has enhanced their lives and futures in important ways.

# STUDENT RECORDS, DIPLOMAS AND TRANSCRIPTS

**Diplomas**

**WISR alumni may request an official diploma**, suitable for framing and public display, done in fine calligraphy **for a $50 fee**. The student submits to WISR the exact wording and spelling of their name as it is to appear on the diploma. The diploma shows the degree earned, and the date it was awarded, and it is signed by Chair of WISR's Board, and by WISR's Chief Academic Officer.

**Student Records**

**WISR keeps all those student records on file, as required by the State of California, and this means that transcripts are permanently kept of student credit earned, and that all other records are kept for five years.** State of California visiting teams are permitted to access these files to review WISR's educational programs.

**Students are permitted to review the contents of their own files–**

- their admissions (application) file,
- their financial file (including for example, enrollment agreements),
- their transcript file (previous transcripts and WISR transcripts once produced), and
- their academic file (that is, their learning portfolio and their working portfolio, including the papers they have written, the course syllabi they have submitted, faculty evaluations of their projects/courses, and rough drafts and other supporting documents and media pertaining to their academic work and studies at WISR).

**WISR students are encouraged, but not required, to consider their academic work as a contribution to public inquiry. However, student work is not available to the public without the student's permission:**

Neither other WISR students, alumni, nor the general public are permitted to view any portion of a student's (or alum's) learning portfolio, without the student's permission. This includes the papers, syllabi, transcripts and multimedia academic products submitted as part of their academic work at WISR. Faculty, Board, and Advisory Committee members are permitted to view student work as are visiting teams sent to WISR by State or accreditation agencies. Nevertheless, students are strongly encouraged to make as much of their work available to others, as they feel comfortable in doing–this includes in their portfolio, on WISR's website, and/or larger publication. WISR faculty actively assist students in disseminating and publishing their work.

**WISR will answer inquiries about a student's degrees attained and coursework completed, only if the student has authorized WISR to do so.** WISR will not answer such inquiries for those students who owe WISR money (except for those students who are repaying deferred tuition and who are up to date in making those payments). See Transcript Services, below, for more details.

**Transcript Services**

Former **WISR students may request official transcripts by sending $25 for each transcript requested**, and by indicating the person/organization (and their address) to whom the transcript should be sent. **Such requests must be made in writing** and sent with a $25 check made out to WISR. Once we receive the request, the official transcript(s) is (are) produced, and then typically mailed within several days, and in any case, within a week.

**Students have responsibility for helping to write their narrative transcript, in collaboration with, and with guidance from, WISR's President and their core faculty advisor.** Each student's transcript includes the names and descriptions of the courses for which they have received credit, as well as brief, additional descriptions of the specific projects and specializations they pursued during their coursework and theses. In writing these descriptions, students and faculty work together to achieve clarity and accuracy.

In addition, since 1975, WISR has held and distributed transcripts for approximately 90% of the students who graduated from University Without Walls-Berkeley, prior to its dissolution in 1975. As a service to UWW-Berkeley students, WISR provides these transcripts for a $25/transcript fee (as with our own students). Unfortunately, there are a small number of UWW-Berkeley students for whom we were never given transcripts. UWW-Berkeley students may inquire as to whether or not we have their transcript on file, before submitting the $25 fee.

# ACADEMIC RESOURCES AND LIBRARY

## Study and Meeting Space

Since September 21, 2013, WISR has occupied a 1,400 square-foot, ground floor of a storefront in the heart of South Berkeley at 2930 Shattuck Ave., Suite 300, near the Ashby BART Station, near the Berkeley-Oakland border.

This location is less than one mile south from our smaller, previous location of 32 years at 3220 Sacramento Avenue in Berkeley. The new site is accessible for disabled persons. The floor includes a very large seminar room and space for community meetings, two smaller, adjoining office and advising spaces, an ADA-compliant bathroom, and a mezzanine space open for students who wish some space for study, work or conversations. The larger seminar/meeting space will accommodate at least 40 participants and will not only be used for seminars, but also to show documentaries, videos on current events and other films on social issues.

WISR's space is a *wireless hotspot for internet access*, for all students who wish to use the space to do research and work on their studies.

## Library and Access to Online Library Databases

**All WISR students may check out books from WISR's library**. Students living outside the area may check out books when they visit WISR, provided they make arrangements for returning books in a timely fashion. Arrangements may be made to mail books to students living at distance for them to borrow for a month or so at a time. Required and most recommended books may be affordably purchased as e-books as well

WISR's library currently houses an estimated 4,000 volumes. It includes books and journals, special reprints of articles frequently used by students and community groups, videotapes of expert therapists, and audiotapes of WISR seminars and presentations by guest speakers. We have begun especially strong collections in a few areas of study: higher education, education and society, qualitative and action-oriented methods of research and evaluation, counseling psychology, and ethnic studies. Smaller collections are in community development and social policy, human services, philosophy, literature, and the arts. Library shelves are distributed throughout WISR's two large seminar rooms and one of the offices, so that books, periodicals, reproduced articles, videotapes, and audiotapes are accessible to student and community users.

In the past four years, WISR has purchased a number of recently published books of essential interest to students preparing for the MFT license, and about one hundred books on topics related to action-research, social change and multiculturality. As a result, WISR now owns around 90 percent of the books that are required or recommended readings for WISR courses.  In addition, WISR's library is in the process of being cataloged and by the end of 2018, half of this cataloging will be completed, and this will include all of the books which are of greatest value to and demand by students. At the end of this process, it will be much easier to locate and efficiently check out and return books.

**WISR has arranged for the part-time services of an expert librarian, Cynthia Roberson**, who earned her Master's in Library and Information Science from San Jose State University. She is **available to consult with and assist students and faculty who wish help for their studies, professional development, and research projects--in identifying and locating books at WISR and elsewhere, as well as in giving directions for finding articles and other information from various library databases. The latter is especially valuable for students studying from a distance. She can be contacted by e-mail for advice and help:**
cynthia.roberson@wisr.edu

MFT faculty members are responsible for developing and updating library resources to meet the needs of MFT students, including books, video and audiotapes, and information about local seminars, workshops, practica, and job opportunities. All WISR core faculty are informed about the organization and contents of WISR's library and help students to use it regularly in their studies. WISR faculty members routinely encourage and assist students to use the variety of library and other resources that are needed in the preparation of their papers. Students are expected to keep lists of books and articles that they have read, and to make annotated bibliographies of selected readings as noted in the above section under "graduation requirements."

**For the vast majority of our students who are California residents, the best way to access to online library databases from your home, place of work or study, is to get a library card the San Francisco Public Library (near the SF Civic Center BART Station), or alternatively, the Los Angeles Public Library.** By showing your California Driver's License or other proof of California residence, you may obtain a free library card, which can be renewed every 4 years. This card gives you a number you can use to access their extensive online database of EBSCO academic journals and other very useful databases–from anywhere. You don't have to be at the library to get access once you have a card. **It is our expectation at WISR that all students who are California residents will go either to the San Francisco Public Library or the Los Angeles Public Library early in their WISR studies, to obtain this access.**

In addition, MFT students are required to purchase a student membership in the **California Association of Marriage and Family Therapists (CAMFT)**–this membership has a number of benefits, including a subscription to the journal, The *California Therapist*, and access to one of EBSCO's academic psychology journal databases. **Many of the readings required and recommended for WISR MFT program coursework can most easily be obtained through EBSCO's database–which makes a San Francisco Public Library card or CAMFT membership essential. Students in other degree programs are required to obtain a membership in a professional association appropriate to their interests.**

**Since July 1, 2015, WISR students and faculty have had free access to journal articles and other valuable library resources through the several, significant library databases provided to WISR by the Library Information and Resources Network (www.lirn.net ) For more information on the access password, contact WISR's librarian (cynthia.roberson@wisr.edu) or WISR's CEO (johnb@wisr.edu)**

**WISR has also consulted with the Director of the Social Research Library of the University of California at Berkeley** for ways to make that library accessible and user friendly to those WISR students living near, or visiting, Berkeley. Interested students can learn how to purchase UC Berkeley library access for less than $100/year—by contacting WISR's President (**johnb@wisr.edu** ) or Librarian ( **cynthia.roberson@wisr.edu** )

Also, faculty regularly give students guidance and "tips" on affordable, and sometimes, free, ways to access valuable resources.  Here are some examples . . .

1.  ScribD (www.scribd.com) is the "Netflix" for those who read a lot—it has an enormous collection of books and articles—not just novels, but books like Howard Zinn's writings on American History and articles about Paolo Freire, to mention a couple of examples. You pay a monthly fee of less than $10, and you have access to their entire collection (even the first book off WISR Press is available for free at ScribD). You can go to their website and browse their collection before deciding whether or not you wish to have a trial membership.

2.  Questia has a more limited, but still significant, collection of academic books for $100/year.  http://landing.questia.com/lp6/?refid=free_usca_se1&gclid=CL-_3fzP3sQCFdKIfgod24UAHQ Discount code: SAVE25P | And other groups like these are emerging such as "Oyster."

3.  Some articles and abstracts of articles and journals on education are available online for free through ERIC: ERIC—abstracts and full texts of many papers and articles—Institute of Education Sciences: http://eric.ed.gov/? | http://eric.ed.gov/?advanced

4.  If you wish to research which libraries in the US (for example, in the area where you live) have books you are looking for, then you can do a search through: https://www.worldcat.org/

5.  And, of course, there is an ever-growing array of online classes (MOOCs) and instructional videos, for free.  Examples include: courser, khan academy, EdX, UCTV, MIT World, TED.

6.  For those looking for instance in organizing and listing the references in your bibliographies or footnotes, consider using: 1) for tips on footnotes and references in your bibliography, go to: http://www.easybib.com/ 2) In addition, EasyBib Pro ($20/year--**https://www-secure.easybib.com/products/easybibpro**) creates your citations for you, perfectly. Cite your sources in APA, Chicago and MLA formats, as well as 6 new citation styles: AMA, ASA, Harvard, Chicago Author-Date, CSE and ACS.

7.  Finally, well-known online retailers such as Amazon.com and BarnesandNoble.com not only sell used books through other merchants, but also sell e-books which are often less expensive, and you can carry what you're reading on your computer and your mobile phone, in most cases. You don't have to buy a Kindle or a Nook, either.  Their e-books can now be downloaded so that you can simply open and read them on your computer, tablet, or even phone.

# The Western Institute for Social Research Media Center

WISR has a computer that is available for student use. Students may also bring their own laptops and access the internet over WISR's network.

WISR also has a wide screen TV with an HDMI cord that be used with a laptop to show films at WISR. Sometimes students present films on social change topics for other students and interested people from the larger community. In addition, a high-quality speakerphone and free access to a

conference call line enables students to have group discussions and even seminars with other students who are studying at a distance from WISR.

**In April 2015, we began using an integrated video and audio web conference system at WISR, so that students, and faculty, from afar may participate in online, live real-time video conferences during most WISR seminars and events. We are using Zoom's services.** Zoom can be accessed by landline phone (audio only), cell phone or computer. However, students are strongly advised to use their computer for optimal viewing and use of their webcam. This immediately has given us the capacity to upgrade the current WISR learner services delivery system and expand the individual and community educational experience to include the following benefits and functionality:

1.    **Web conferencing to better facilitate face to face classes and collaboration, even with some of our students and faculty residing at a distance from WISR**. With the addition of the media center WISR is now able provide access to learner-centered, face to face collaboration and dialogue, even with those of our students and faculty living in other parts of California, the US and occasionally around the world.

2.    Upgrade facility capacity for the delivery of live media-based events, community think tank meetings and enhance live class presentation.

**All WISR seminars and official events are announced by email and on WISR's website, along with how to participate by use of Zoom.**

# Web Literacy for Fact Checkers

**Students should read, and familiarize themselves, with the critical inquiry methods discussed in the free, ebook:**

**Web Literacy For Student Fact-Checkers**

**This book recently received a Merlot 2018 Classics award.**

**["MERLOT (Multimedia Education Resource for Learning and Online Teaching) at www.merlot.org is an online repository and International**

# **Ties with Community Organizations**

WISR has close ties with a large number of community organizations in the Bay Area and elsewhere. For some of these groups we have provided consultative services; with others, we have planned or operated cooperative community programs; and at others our present or former students are staff members. Staff from these groups periodically participate in WISR seminars and enrich our discussions of community issues. They also provide advice to WISR students on projects in their study programs, and about opportunities for paying jobs, volunteer work, and other community involvements. Examples of these groups are: EcoVillage Farm, Neighborhood House of North Richmond, Ecocity Builders, African American Health Initiative of the Bay Area Black United fund, the Over 60 Health Clinic of Berkeley, the City of Oakland's Senior Companion and Foster Grandparent Programs, and the Berkeley Black Repertory Theater.

# COMMUNITY PARTNERS & PROJECTS

WISR reaches out to the organizations with which our students are involved, and to other community groups who wish to partner with us in various community improvement activities. Beyond our support of our students' efforts, we often explore and develop partnerships with community organizations and educational institutions. Many of these collaborations draw on WISR's experience and expertise in community-based, action-oriented research. Some of the groups with whom we are currently collaborating or with whom we have collaborated in the recent past, include:

Eco-Village Farm, Richmond, CA
Bay Area Black United Fund, Oakland, CA
Omaha Tribal Historical Research Project, Macy, NB
Berkeley Black Repertory Theater, Berkeley, CA (http://blackrepertorygroup.com)
Ecocity Builders, Oakland, CA
Green Science Academy, Oakland, CA
Neighborhood House of North Richmond, Richmond, CA
City of Oakland, Senior Companion Program and Foster Grandparent Program

**Over the years, WISR has worked with community groups to support participatory action-research as a way to promote critically needed inquiry into community problems and engage the community in solutions.** Here are some examples:

• A three-year project on the teaching, learning and use of action-research among community organizations in the Bay Area—funded as a nationwide demonstration project by the US Department of Education's Fund for the Improvement of Post-Secondary Education.
• Major study of the needs and problems confronting low-income elders living in downtown Los Angeles—for the Los Angeles Community Redevelopment Agency.
• A project involving groups of African American elders to improve community health, contribute to community development decisions, and improve in-home care services—funded by several local corporations and the Henry Kaiser Family Foundation.
• AIDS prevention education projects with members of local African American and Latino communities—funded by several private foundations and local public agencies.
• Assistance to the Bay Area Black United Fund (BABUF) in a participatory evaluation of the first three African American Health Summits (2003, 2005, 2007), resulting in three Black Papers on the insights gained from those Health Summits. This is part of BABUF's ongoing African American Health Initiative.
• Assistance to Neighborhood House of North Richmond in training community-based interviewers as part of their Kaiser Foundation-funded project aimed at promoting Healthy Eating and Living in Richmond.
• Collaboration with Neighborhood House of North Richmond on participatory evaluation of their Youth Violence Prevention Project and their mentoring project.

# BOARD OF TRUSTEES

## Role of WISR's Board of Trustees

As is the case with the Boards of all non-profit educational institutions, WISR's Board of Trustees holds final decision-making authority regarding all policies and actions at WISR. Throughout WISR's history, we have been fortunate to have had Board members who deeply understand and appreciate WISR's mission. Board members provide ongoing informal advice and collegial support to WISR's President, faculty and students, especially regarding issues of institutional development and planning, educational improvement, and the formation of new policies and procedures (financial, administrative and educational). They take formal action on needed policies and substantive institutional changes, as well as make decisions on special matters that call for important and definitive attention. They take such actions and make such decisions, after carefully considering input from those at WISR who are most involved in the day to day workings of WISR.

WISR has also had the good fortune to have had great continuity in Board membership–some members of the Board have served for over 20 years, and most all Board members serve for at least 10 years. The Board gets the benefit of varied perspectives on the Board–in terms of gender, culture and ethnicity, professional background and types of involvement at WISR. The Treasurer has extensive CEO experience at Bay Area nonprofits and has an MBA from Harvard. One long-time volunteer core faculty member serves on the Board, thus ensuring strong input from WISR's faculty, but without a personal financial interest. Three members of the Board are WISR alumni, one of whom is a tenured professor at a regionally accredited university. WISR's President and co-founder has also been on the Board for over 20 years. WISR has recently added three new Board members, two WISR alumnae and a long-time friend of WISR's who is civil rights activist and community leader.

## Members of the Board of Trustees

**Marcia Campos, MA is the Chair of WISR's Board.** 1980-1985: Enrolled, Political Sciences Doctorate Program U.N.A.M. - Universidad Nacional Autónoma de México. 1978: Master of Arts in Sociology, FLACSO - The Latin American Faculty of Social Sciences. Mexico D.F. 1973: Psychologist, MA, University of Chile - School of Psychology, Santiago, Chile. Marcia has been affiliated with WISR since 1998 as an adjunct faculty member. She is a Chilean born US citizen who was a student leader in her native country during the socialist government of Salvador Allende. She was a political exile in Mexico after the military coup of Augusto Pinochet of 9/11, 1973 where she pursued an academic career in the National Institute of Anthropology focusing on the US/Mexican border. She was actively involved in the international movement of solidarity with the victims of the Pinochet terror regime. Upon her relocation in California in 1986, Marcia Campos has worked with migrant families and children at a grassroots and legislative level. She has been involved with multiple organizations such as UC Berkeley Health Initiative of the Americas, The National Council of La Raza, and the Obama Committee for the Latino Heritage Museum in Washington DC. She is an advocate for a world free of the threat of nuclear annihilation. She is a regular contributor at KPFA radio station, "Voces del Pueblo."

**David Yamada, JD, PhD is Vice Chair of the Board.** David Yamada, a WISR PhD alumnus, is a Professor of Law and Director of the New Workplace Institute at Suffolk University Law School in Boston, where he is a globally recognized authority on workplace bullying and psychological abuse and has authored leading law review articles on the topic. He is a frequent invited speaker at interdisciplinary conferences in fields such as organizational psychology, health care, and labor relations, and he has been sought out often by the media on employment relations topics, including the *New York Times*, *Washington Post*, *Wall Street Journal*, *Boston Globe*, *Chronicle of Higher Education*, National Public Radio, MSNBC, and ProPublica. David's extensive academic and civic affiliations have included leadership positions with the Association of American Law Schools, Americans for Democratic Action, International Therapeutic Jurisprudence Project, Workplace Bullying Institute, and Human Dignity and Humiliation Studies Network. His blog, *Minding the Workplace*, is a popular source of commentary about dignity at work, employment and labor law, and employee relations. David has earned degrees from WISR (Ph.D.), New York University School of Law (J.D.), SUNY-Empire State College (M.A.), and Valparaiso University (B.A.).

**Charles Greene, MBA is Treasurer of WISR's Board.** Chuck graduated from the University of Pittsburgh (Bachelor's) and has his MBA from Harvard Business School. He is a recent, former Executive Director of the Cedars of Marin, which has model day and residential programs for adults with developmental disabilities. Chuck has more than 36 years of nonprofit management experience as co-founder and Administrative Vice President of World College West, as Executive Director of the Volunteer Center of San Francisco, and as Executive Director of The Richard and Rhoda Goldman Fund and the Goldman Environmental Prize. He has been an interim executive director for nine Bay Area nonprofits, including at CompassPoint Nonprofit Services. Previous interim assignments include Chinese for Affirmative Action, Angel Island Immigration Foundation, Zen Hospice Project and the Marin Institute.

**Che Kum Clement.** PhD in Higher Education and Social Change, (April, 2012) Western Institute for Social Research (WISR). Master of Science in Technical Education, Islamic Institute of Technology (IIT), Now Islamic University of Technology (IUT), Dhaka, Bangladesh, 1997. Specialization: Electrical Engineering. Post Graduate (PG) Diploma in Technical Education with specialization in Electrical Engineering. Islamic Institute of Technology (IIT) Now Islamic University of Technology (IUT), Dhaka, Bangladesh, 1996. Bachelor of Science (B.Sc.) in Technical education with specialization in Electrical and Electronic Engineering (Power System). Islamic Institute of Technology (IIT) Now Islamic University of Technology (IUT), Dhaka, Bangladesh, 1995. Dr. Clement is from Cameroon and is a professor, researcher and consultant. He has broad experience in the field of Technical and Vocational Education and Training (TVET) and workforce development; curriculum/program development, implementation and evaluation. He has directed and managed several national and international projects aimed at sustainability of TVET, with over 25 years of national and international experiences in TVET. He has worked on different capacity building and training related projects sponsored by many developmental agencies/organizations, namely; World Bank, UNESCO-UNEVOC, European Union (EU), International Labor Organization (ILO), German Technical Cooperation (GIZ), African Development Bank, Canadian Agency for International Development, Organization of Islamic Cooperation (OIC)-Vocational Education and Training (VET), Islamic Development Bank and the Standing Committee for Economic and Commercial Cooperation of the Organization of Islamic Cooperation (COMCEC) of OIC. He is former Head of the Department of Technical and

Vocational Education Department, Islamic University of Technology (IUT), Dhaka, Bangladesh (2011-18). He is the author of numerous peer-reviewed publications on vocational and technical education and has presented papers at many professional and international conferences.

**Cynthia Lawrence, PhD.** BS in Education, Massachusetts State Teachers College at Boston, 1960. MA in Multicultural Education, Pepperdine College, 1977. PhD, Higher Education and Social Change, Western Institute for Social Research, 1987. Dr. Lawrence is core faculty emeritus at WISR and also is a former schoolteacher, and is an expert in the areas of multicultural education, alternative education, and the teaching and learning of language skills. She is a retired faculty member in Teacher Education at the University of California, San Diego. Over the years, she has developed materials and conducted training sessions to heighten teachers' sensitivity to multicultural issues. She has conducted workshops on interracial issues for such groups as the Family Stress Center and the National Organization for Women (NOW). She was appointed in 1991 to the San Diego Human Relations Commission.

**Richard Lawrence, MDiv.** Richard graduated from Albion College in Michigan with a BA and secondary teaching certificate in English, German and social studies. He has a Master of Divinity Degree in social ethics from the University of Chicago and completed the post-graduate Program for Management Development at the Harvard Business School. He is a retired Methodist clergyman whose ministry is committed to social justice. He organized and serves as co-chair of the San Diego Affordable Housing Coalition. Richard has contributed leadership to dozens of community organizations including several in San Diego: Southeastern Economic Development Corporation (SEDC), the Center on Policy Initiatives, Interfaith Committee for Worker Justice, and others including Chair of Negotiations for Operation Breadbasket (PUSH) – Chicago, the Englewood Action Committee – Chicago, Cummins Engine Foundation Minority Community Development Program – Chicago, Greater Lawrence (MA) Community Foundation, the Interreligious Foundation for Community Organization (IFCO – NYC), the Chicago and National Black United Funds. Richard was a founder and charter member of the Association of Black Foundation Executives, and he recently was named a Civic Ventures Purpose Prize Fellow. He was active in the civil rights movement and participated in the Selma to Montgomery March as well as marches for open housing with Dr. King in Chicago.

**Suzanne Quijano, MBA, MA,** LMFT is a WISR alumna, having received her Master's of Psychology for MFT and LPCC, and is a California Licensed Marriage and Family Therapist. Suzanne has also earned degrees from the Anderson School of Business at UCLA (MBA), and Stanford University (BA, Dual Majors, Economics and Spanish Literature). She currently works in private practice in the San Francisco East Bay, where she offers family and teen counseling and child play therapy. In her private practice, she centers her work on issues of anxiety, emotional sensitivity, intellectual giftedness and Neuro-differences, as well as leverages her business background to offer career development and transition counseling. She also provides bilingual (Spanish/English) counseling at a community agency and serves recent immigrant families and at-risk teens at the local middle and high schools, and through the probation department. Suzanne's previous business experience was in Brand Management where she was Principal at a consulting firm and provided project management and marketing services to the food and technology industries with clients such as Golden Grain, TriValley Growers, and The Learning Company. She currently is also an active member in the community serving on UCLA Alumni Scholarship

Review Board and providing over a decade of service through Girl Scouts where she serves as a Troop Leader, Gold Level Project Advisor, and provides workshops on topics of self-esteem, teen development, and community building.

**John Bilorusky, PhD** is a co-founder of WISR (1975), has been **WISR's President** for 36 years, **and** has served as a **core faculty member** at WISR since its inception. John's academic degrees are: BA in Physics cum laude, and cum laude in General Studies, University of Colorado, 1967. MA in Social Foundations of Education, University of California at Berkeley (1968), and PhD in Higher Education, University of California at Berkeley (1972). He previously served on the faculty in Social Science Interdisciplinary Studies (University of California, Berkeley), Community Services (University of Cincinnati), and as Director of Graduate Studies at University Without Walls-Berkeley. He has written and published extensively on adult learning, action-research, and reform in higher education. Over the years, John has served as a consultant and project director for many educational institutions and community organizations, and for innovative action-research projects aimed at community improvements and educational reform.

**In Memoriam: Dr. Robert Blackburn, served as a Board member for over 30 years. WISR was blessed with his wise council, his unequaled and loving sense of humor, and his unwavering commitment to social and racial justice and to quality learner-centered education. He passed away, September 11, 2016.**

WISR President, John Bilorusky shares some of his recollections of Bob: "Bob served on WISR's Board for many, many years, going back to the 1980s (for over 30 of WISR's 41 years) until he had to retire a year or two ago, for health reasons. During much of that time, he served as Chair of WISR's Board. Bob also served on a number of dissertation committees and was often available to have advising consultations with students. Beyond this, we often called on him to lead and facilitate all school gatherings and sessions of our annual conferences—because Bob always did this with a joyful, uplifting and non-pretentious sense of humor, and with a very down-to-earth grace. We had one Board meeting (near Halloween) when walked through the door to our Board meeting dressed as a Cardinal, right out of the Vatican. Another time, when he was participating in the Graduation Review Board of Richard Allen, he sat down at the conference table, with an old-style briefcase (hard cover, luggage type) in his hand. He dramatically sat the briefcase on the table and clicked open the lid of the briefcase. He pulled out a big linen napkin and wrapped it around his neck, then he pulled out Richard thick dissertation and placed it on the table, and finally, he reached into the briefcase and pulled out a very big carving fork and knife. He rubbed the knife and fork together and said: "Now, let's carve this sucker up!" And as was so often the case when in Bob's presence, we all laughed, felt really good about ourselves and about life, and then we proceeded to have a wonderful and collegial discussion of Richard's outstanding dissertation. Bob knew how to live life fully, and I imagine he, more than most of us, always appreciated life. In 1973, when the Symbionese Liberation Army murdered African American Oakland School Superintendent, Marcus Foster, Bob (who was Marcus Foster's Deputy Superintendent and close friend) was nearly killed—many more than a dozen bullets went in and through his body. He once told me of an "out of body/near death" experience he had on the surgery table. He survived, and the world and so many of us, have been blessed that he went on to live for more than another 40 years. I know I have lived my life better because of my good fortune to have associated with Bob for so many years."

Robert Blackburn earned his PhD in Leadership in Higher Education, at the Union Graduate School (1984), the MA in Intergroup Relations, Wharton School, University of Pennsylvania (1964), and his AB, in Sociology and Education from Oberlin College (1957). He went to high school in Roslyn, New York and at the Texas Military Institute, San Antonio. Bob's work history included civil rights, school improvement and citizen action, regional director for the Peace Corps in Somalia, central office leadership in the Philadelphia public schools, Deputy and Superintendent for the Oakland Public Schools, Professor and Chair, and Department of Educational Leadership and Administration, Cal State East Bay. He held Board memberships in various professional and civic organizations in Philadelphia and Oakland and served on the California Attorney General's Commission on Hate Crimes. He provided extensive mentoring and coaching for Oakland school principals through the Principal Leadership Institute of the University of California at Berkeley and Cal State.

**Trustee Contributions to Student Learning**

A number of Trustees, and former Trustees, serve as valuable resources to students and are sometimes invited to speak at WISR seminars. They provide added advice on students' programs, and sometimes help to guide the students' study of areas in which they have special expertise. A number of these people have had high and unusual educational qualifications. For example: The late Dr. Robert Blackburn—previously a member of the California Attorney General's Commission on Hate Crimes and Professor Emeritus in the Department of Educational Leadership and Administration at California State University, Hayward, as well as a former Superintendent of Schools in Oakland--often provided added advice to students while working on their theses. Assistance was given freely by former Trustee Mildred Henry, a nationally known researcher on teaching methods, faculty development, and student personality development. Charles Greene, formerly Executive Director of the Richard and Rhoda Goldman Fund and former Executive Director of the Volunteer Center for San Francisco, is a resource person for Board, faculty and students on matters of community service work, professional and community networking and business affairs. WISR Board member, Dr. John Watkins, holds a PhD in Psychology and was previously a practicing, licensed Marriage and Family Therapist.

WISR Board member, David Yamada, often consults with students on their studies having to do with the growing epidemic of bullying in the workplace in particular, and throughout the society in general. In addition, David is serving as editor of our new newsletter, Social Research/Social Action (SRSA). It will be a semi-annual newsletter that shares stories, resources, and tools for applying research and analysis to social change initiatives.

In addition, by being involved with the teaching-learning at WISR, and taking advantage of their extensive academic expertise, WISR Board members are able to work with WISR faculty in evaluating the quality of the teaching-learning at WISR. This includes assessing how well student learning needs are being met and noting any needed additions to the faculty or the curriculum.

# ACADEMIC ADVISORY COMMITTEE

**Role of Academic Advisory Committee.**

As WISR moves toward long-term sustainability, we have formed an Advisory Committee to help us critically assess and creatively formulate where we are, and where we might next head, to build on our 42-year history as an extremely innovative and vibrant academic institution. We have chosen people who have extensive experience as leaders in traditional academic institutions, and who also share our commitments to social justice, community involvement, multiculturalism and transformative, personalized learning. The role of the Advisory Committee is primarily one of helping us think of ways to continue to develop our strong academic programs, and further improve them—in ways that will be both true to our mission and values, and also compelling to, and valued by, many leaders in conventional academia. In part, the Advisory Committee members will serve as external reviewers to help us to evaluate our graduate programs, and their insights and wisdom will be helpful and valuable to inform our efforts in the coming months and years.

**CARA JUDEA ALHADEFF, PhD.,** Ph.D., summa cum laude. European Graduate School (EGS), Europäishe Universität Für Interdisziplinäre Studien, Saas-Fee, Switzerland, Doctor of Philosophy in Philosophy, Art, and Critical Thought, 2012. MA in Media Philosophy, European Graduate School (EGS), Europäishe Universität Für Interdisziplinäre Studien, Saas-Fee, Switzerland, 2009. BA, summa cum laude, Pennsylvania State University, Bachelor of Philosophy degree in Corporeal Politics, 1995. Dr. Cara Judea Alhadeff is a scholar/activist/artist/mother whose work engages feminist embodied theory. Since 1991, she has taught Social Ecology courses, while lecturing and collaborating on Sephardic Jewish cultural diversity. Her book, *Viscous Expectations: Justice, Vulnerability, The Ob-scene* (Pennsylvania State University Press, 2014), demonstrates art as social practice by exploring the vulnerability of the body as a strategy for collaborative justice. In addition to Alhadeff's cross-cultural climate justice book, *Zazu Dreams: Between the Scarab and the Dung Beetle, A Cautionary Fable for the Anthropocene Era* (Eifrig Publishing, 2017), her current *Petroleum-Parenting, Liberty, and The Pursuit of Convenience-Culture: How Marketing Fear and "Fake-Science" Shape Our Cultural Norms*, co-authored with Dr. Stephanie Seneff (Skyhorse Publishing, 2018), explores the intersections of environmental racism, racial hygiene, global corporatocracy, and the misogynist pharma-addictive health industry. She has published interdisciplinary essays in eco-literacy, philosophy, art, gender, and ethnic studies' journals and anthologies, and has been interviewed throughout Europe, Asia, and the US (including Pacifica Radio and Alternative Radio). The subject of several documentaries for international public television, her performative photographs have been publicly defended by Freedom of Speech organizations (Electronic Freedom Foundation, artsave/People for the American Way, and the ACLU), and are in numerous collections including San Francisco Museum of Modern Art, Jewish Museum in Berlin, Museum of Modern Art in Salzburg, Austria, and Kinsey Institute for Research in Sex, Gender, and Reproduction. Executive Director of Jews Of The Earth (JOTE) and former professor of Performance & Pedagogy at UC Santa Cruz and Critical Philosophy at The Global Center for Advanced Studies (GCAS), Alhadeff lives and parents a zero-waste lifestyle. ( **www.carajudea.com**  **www.zazudreams.com**)

**JOHN BEAR, PhD,** is widely regarded as one of the foremost experts on nontraditional higher education and distance learning. His guidebooks on the topic, first published in 1974, have sold more than 300,000 copies worldwide. He is an actively involved critic of diploma mills. He has helped develop and market various distance and online programs, including ten years with the MBA of the Edinburgh Business School, which became the largest MBA in the United States and in the world. He received his BA in Psychology (1959) and his M.J. in Journalism (1960) from the University of California at Berkeley; his PhD in Communications (1966) is from Michigan State. He is the author of 35 books with major publishers (Random House, McGraw-Hill, etc.)—on higher education, computers, travel, US history, cooking, publishing and consumerism. He is especially well known in the higher education community for his numerous guides to nontraditional higher education and distance learning. He was the Head of New Business Development for the Financial Times division of Pearson PLC, which is the world's largest educational publisher. Years ago, he was a tenured Associate Professor of Journalism at the University of Iowa and head of the Senior Honors Program there. He has appeared as an on-screen expert on Good Morning America (4 times), CBS 60 Minutes, The Today Show, AM Canada, and many others. Now in his 80's, he continues to write, research, give interviews, and expert witness testimony in higher education matters.

**J. HERMAN BLAKE, PhD.** BA, Sociology, New York University, 1960. MA, Sociology, University of California, Berkeley, 1965. PhD, Sociology, University of California, Berkeley, 1974. Dr. Blake's current position is Inaugural Executive Director, Gullah Geechee Cultural Heritage Corridor Commission. In this capacity, he serves as Principal Administrator/Officer of a Congressionally mandated cultural and linguistic heritage region along the Atlantic Coast of four states, from Wilmington, NC to St. Augustine, FL. This 12,000-square mile area is home to one of America's most unique cultures shaped by enslaved Africans brought to the southeastern United States. Gullah Geechee people are their direct descendants who have created a unique culture embodied in their cuisine, music, crafts, oral traditions, language and spirituality. He was: 1) Founding Provost, Oakes College at University of California, Santa Cruz, California. 2) President, Tougaloo College, Tougaloo, Mississippi. 3) Vice Chancellor for Undergraduate Education, Indiana University Purdue University-Indianapolis. 4) Director of African American Studies, Iowa State University. 5) Inaugural Humanities Scholar in Residence, Medical University of South Carolina. He is the author of many scholarly articles and reports, as well as the book, *Revolutionary Suicide*, New York: Harcourt Brace Jovanovich, Inc., 1973 (with Huey P. Newton). He has served on many academic and community boards, including the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, 1979-1984.

**ROBERT BREM, MA, Licensed Professional Counselor.** Advanced Doctoral Work: Public Administration and Organization Theory, Arizona State University (1994 to 1998); Master of Counseling Psychology, Arizona State University, 1989; Bachelor of Science, Political Science, Arizona State University, 1985. Licensed Professional Counselor, National Certified Counselor. Robert J. Brem is a futurist and organizational consultant; and he is a professor of politics, public administration, and psychology. Robert Brem is a National Board Certified and Arizona Licensed Professional Counselor and holds a certificate in non-profit organizational management. He is a professional teacher, and consigliere (engaged in organizational consulting, community organizing, "mentoring" [life coach & clinical supervisor]), and counseling) since 1989. Robert has taught at eight institutions of higher learning in Arizona and California. He has been on the

faculty at College of Alameda since 2004 (in psychology and political science); and on the faculty at CSU-East Bay (since 2007) teaching in the Master in Public Administration (MPA) program (and in the department of political science). He is also an Associate of the Center for Future Consciousness working in consulting in Alternative Futures Policy Analysis and Conscious Evolution in the public and social (non-profit) sectors. He was Chair of the College of Alameda curriculum committee and the co-chair of the Peralta District "Green" curriculum committee and on the Steering Committee for the Sustainable Peralta Initiative (from 2005 to 2016). As well, he is the lead curriculum developer and a Co-Coordinator of the Community Change and Urban Leadership Initiative—an initiative in the areas of community development, urban leadership, and civic engagement, public service, law, and violence prevention (2005 to present).

**TORRY DICKINSON, PhD.** WISR Core Faculty Emeritus. BA, Sociology, Livingston College, Rutgers University, New Brunswick, NJ, 1975. MA, Sociology, SUNY-Binghamton, 1977. Graduate Certificate in Women and Public Policy, Rockefeller Institute for Public Affairs, SUNY-Albany, 1983. PhD, SUNY-Binghamton, Sociology 1983. Torry has recently rejoined WISR's core faculty after having spent about 10 years as a WISR core faculty member in the 1980s and 90s. Torry is Professor Emeritus at Kansas State University (Gender, Women and Sexuality Studies and Sociology/Nonviolence Studies). She has authored, co-authored, and edited a number of books, including: *Transformations: Feminist Pathways to Global Change; Democracy Works; Community and the World; Fast Forward: Work, Gender and Protest in a Changing World; and CommonWealth*. In the past, she has taught or done research at a number of universities in California–in addition to WISR, at the University of California at Berkeley (School of Education, National Center for Research on Vocational Education), the University of California at Santa Cruz (Sociology, cross-listed with Women's Studies), and San Jose State University in San Jose and at the former Salinas Campus (Sociology cross-listed with Women's Studies). Torry has been a Revson Fellow in Women and Public Policy (1983) and an American Fellow (Susan B. Anthony Award) with the American Association of University Women (1980).

**STEVE FLETCHER, PhD.** Dr. Fletcher is a WISR alumnus with a PhD (Higher Education and Social Change), 2012. MA, Excelsior College, New York, 2007. State of California Teacher's Credential, 1976. BA, Sonoma State, Expressive Arts, 1975. Served at Bahá'í Institute for Higher Education, Guizhou University (Associate Professor), Lanzhou University (Associate Professor), University of South-Eastern Norway (Educational Consultant). He has lived and worked in seven countries in North America, Africa and Asia. He is the author of several software programs, has published four books, edited others, and created six CD's and published a number of papers. He has created several educational models and programs including Nine Way English, DUEM (Deep Understanding and Emotional Memorization), HILL (Holistic Integrated Language Learning), TOE (a multiple intelligence model). Currently serving as an advisor / consultant to WISR and to the University of South-Eastern Norway and serving as the Grant County ARES Emergency Coordinator and is busy researching and writing several books. He currently lives with his wife, Liu Haiping in Eastern Oregon.

**DAVID A. HOUGH, PhD.** BA, Linguistics, University of Oregon, 1972. MA, Linguistics, University of Oregon, 1973. PhD, Higher Education and Social Change, Western Institute for Social Research, 2001. Dr. Hough has dedicated his academic career to research, teaching and activism in support of linguistic and cultural human rights for indigenous and minority peoples.

He has worked extensively in Asia and the Pacific to develop dictionaries and learning materials based on indigenous knowledge systems. From 2000-2003 he was Chief Scientific Researcher for the Kosrae State Department of Education in Micronesia, a project sponsored by the Japan Ministry of Education. From 2007-2008 he served as Chief Technical Advisor to the Nepal Ministry of Education and Sports, where he oversaw a multilingual education project to enable the more than 130 minority groups in that country to be educated in their mother tongues. He has also worked in Far East Russia with the indigenous Naanai and Udeghe communities, as well as in Japan on issues of Ainu and Uchinaa (Okinawan) linguistic and human rights. From 2013-2017 Dr. Hough served as Senior Advisor for Bilingual Education for the Public School System of the Republic of the Marshall Islands. In 2017 he received and official commendation from the Ambassador of Japan to the Marshall Islands for helping to build goodwill and understanding between the two countries. He is author of numerous books and is currently editing a collection of his papers for publication in a book on indigenous education.

**JOYCE E. KING, PhD.** (PhD, Sociology of Education, BA Sociology, Stanford University) holds the Benjamin E. Mays Endowed Chair for Urban Teaching, Learning and Leadership at Georgia State University (GSU). She has served as Provost (Spelman College), Associate Provost (Medgar Evers College, CUNY), Associate Vice Chancellor for Academic Affairs and Diversity Programs (University of New Orleans,) Director of Teacher Education (Santa Clara University) and Head of the Ethnic Studies Department (Mills College). She is affiliated faculty in the GSU Department of African American Studies, the Women's and Gender Studies Institute, the Partnership for Urban Health Research and the Urban Institute. Her publications in the Harvard Educational Review, the Journal of Negro Education, Qualitative Studies in Education, the Journal of African American History focus on a transformative role for culture in curriculum, urban teacher effectiveness, morally engaged, community-mediated inquiry and Black education research and policy. She is an editorial board member for the Urban Education journal, co-edited the Review of Education Research and authored or edited seven books, including Heritage Knowledge in the Curriculum (with E. Swartz). She is past president of the American Educational Research Association and a recipient of the Stanford School of Education Alumni Excellence Award.

**PATRICIA A. MITCHELL, PhD.** PhD, Catholic University of America is emeritus professor of leadership studies at the University of San Francisco, where she taught graduate courses in leadership, ethics, management and communication. During her 42 years of service at the university, she served as chair of the Teacher Education Department; chair of the Department of Leadership Studies and program coordinator of the doctoral program in Organization and Leadership. Though retired from full-time teaching, Dr. Mitchell continues to serve as chair of students' dissertation committees. Dr. Mitchell is also an accomplished writer and has published in the areas of organizational management and leadership, women's issues, curriculum development, reading and language arts. Her most acclaimed book, *Ten Stupid Things Women Do to Mess Up Their Careers*, has become a best seller for the publisher. A second edition of her book, *Cracking the Wall Twenty Years Later: Women in Higher Education Leadership* was released summer 2013 by the College and University Personnel Association in Human Resources (CUPA-hr). Another book, which she edited entitled, *Collaboration and Peak Performance* was released in August 2013, as well. Two books were released in 2016: *Lessons in Leadership: Tips for an Emerging P-20 Leader in the 21st Century* and *African American Males in Higher Education*

*Leadership: Challenges and Opportunities*. An upcoming book is due for release spring 2019, *Ethical Decision Making: Cases in Organization and Leadership.*

**MARCEL SORIANO, PhD.** Professor Emeritus in the Division of Special Education and Counseling at California State University, Los Angeles. Dr. Soriano received his Bachelor and Master's Degrees in Educational Psychology from the University of California, Riverside and a Ph.D. Doctorate in Clinical Family Psychology from United States International University (now Alliant/CSPP). Dr. Soriano is an active member and has received awards from the American Psychological Association and the American Counseling Association. He has over 30 years of experience teaching, conducting research and publishing in the areas of child and family development, special needs children and their families and on school reform. His most recent publication is <u>School-Based Family Counseling: Transforming Family-School Relationships</u> (2013) co-edited with Dr. Brian Gerrard. Dr. Soriano has extensive experience in Public Education. He holds several licenses and has been a practicing School Counselor, School Principal, Assistant Superintendent and is now an active Licensed Psychologist in private practice. Most recently, he has specialized in serving children and adults with Autism Spectrum Disorder. Dr. Soriano is a certified bilingual Spanish, bicultural educator (BCLAD). Among other leadership posts, Dr. Soriano served on the California Commission on Teacher Credentialing's Accreditation Teams. As such, he has experience in the review and accreditation of programs in School Administration and Leadership, School Counseling and Psychology Programs, as well as school reform initiatives.

**MONA VAUGHN SCOTT, PhD.** BA, College of Pacific. MA, Religion, University of Pacific. MA, Sociology, Stanford University, 1976. PhD, Sociology, Stanford University, 1977. During her career, Dr. Scott has taught at George Washington University and University of San Francisco, where she helped to set up their Ethnic Studies curriculum. She has been and a consultant and researcher at the UCSF Dental School, where she also served on the Minority Admissions Committee. She has researched and written on racism and urban schools and minority retention. She has received many honors, including from the Mayor of Berkeley and Alameda County Women Hall of Fame. She is listed in Who's Who Among African Americans. For more than 30 years she has been Director of the Berkeley Black Repertory Theater and Group. As the theater group's executive director, Dr. Scott has mentored actors, developed after-school programs for youth, facilitated self-esteem-building workshops and used performance to reach out to people in communities affected by substance abuse and violence.

**In Memoriam:**

**HARRY BUTLER, PhD, LCSW.** AA College Conservatory of Music, University of Cincinnati, 1963. BS, Psychology, University of Cincinnati, 1964. MSW, Social Work, University of Louisville, 1966. PhD, Social Work, Washington University (St. Louis), 1971. Dean of Social Work, San Diego State University, 1975-78. Dr. Butler was the first Dean of the newly formed College of Health and Human Services in 1978, San Diego State University. He was the author of many published articles on social science research methods, social work practice and education. He spent three decades in private practice as Licensed Clinical Social Worker in San Diego, until his retirement. Dr. Butler passed away in December 2019. His contributions to WISR went beyond his service as a member of WISR's advisory committee. In 1971-73, he collaborated with John

Bilorusky (who co-founded WISR in 1975) in developing a successful Individual Learning Program in the College of Community Services at the University of Cincinnati. In many ways that program served as a model for WISR, when WISR was founded in 1975.

# Statement of Non-Discrimination, Inclusion and Affirmation of Diversity Values

Western Institute for Social Research admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national or ethnic origin, gender, sexual orientation, or disability in the admissions or in the administration of its educational policies, scholarships and loan programs and all other school administered programs. WISR actively encourages interested members of ethnic and racial minority groups, women, and other underserved persons to discover whether its programs and methods fit their special, personal and community interests and goals.

In addition, WISR seeks actively to build an inclusive and diverse, including a multiracial, multicultural, learning and teaching community, in which the central values are built on the worth and distinctiveness of each person's background, going beyond our differences to celebrate qualities and needs that we all share as humans. In building and nurturing such a community, WISR affirms the importance of free and open dialogue, and to that end, students, faculty, staff, alumni and Board are all expected to 1) refrain from making comments that would infringe on the safety, dignity and respect for any group, and 2) welcome assistance in learning how to improve their interactions with groups with whom they are less experienced or comfortable.

WISR core values include:

○ Developing a multicultural, inclusive perspective. This means developing and using inclusive and multicultural perspectives to inform one's purposes, and one's views of social issues and challenges and opportunities in one's chosen fields or arenas of endeavor—profession, workplace, community.

○ Developing a sense of empathy, compassion and community toward, and with, others.

○ Appreciating and understanding the broad spectrum of perspectives and consciousness, and how those arise out of people's culture, gender, economic background, religious and sexual orientations.

○ A culture of learning that respects and promotes the dignity of every person.

○ The belief that no individual or group may rightfully prosper at the expense of others.

○ The use of language that conveys respect for persons whose gender identity, culture, religion, sexual orientation, economic background, or political interests may differ from our own.

# ADMISSIONS AND ENROLLMENT

**The Western Institute for Social Research (WISR) accepts applications for admissions to all of its degree programs year-round. New students may begin any month of the year,** once they have submitted the appropriate paperwork, and quite importantly, once they have learned enough about WISR's offerings to make an informed decision as to whether or not WISR is the right choice for them.

Each prospective student should read and explore our website carefully, and in particular, should read the following sections as first steps in learning about how to enroll at WISR:
**Discussion of Admissions Policies and Criteria:**

## Admissions

**More details pertaining to Admissions and Making an Informed Decision about applying:**
- **Admissions Application**
- **Admissions Interview**
- **Provisional Admissions as an Option**
- **Learning About WISR**
- **Tuition and Fee**
- **Frequently Asked Questions (FAQs)**

And, of course, each student should carefully read the extensive details in the various subsections under "**Academics.**"

## Notification of Admissions Decision

If a student is admitted they are notified by email or "in person," online or on site, at a scheduled meeting with the CEO or Chief Academic Officer, and this notification is conveyed by giving them the various documents that include the enrollment agreement and various disclosures [See The Enrollment Agreement, below]. Further, when students are admitted, they are given a copy of the Admissions Application Form, with the date of admissions and the date of eligible enrollment, signed by the CEO or Chief Academic Officer.

If the student is denied admission, they are informed in writing by email or snail mail from the CEO or the C Administrative Officer, and the reasons for denying them admission are stated. Any student denied admission may also appeal to WISR's Board of Trustees. If the prospective student is only to be admitted on a provisional basis, they are given a letter indicating this, and the letter will indicate the maximum allowable time of enrollment on the provisional basis (not to exceed a year), and they must discuss this option further with the CEO and/or CAdO, so that the prospective student may make an informed decision whether or not to proceed with enrollment on this basis.

## Before Enrolling, Students Read and Sign the Following:

## The Enrollment Agreement

# Disclosures and Requirements for WISR Students—regarding Online and Distance Learning . . . (June, 2020)

1.      A WISR faculty member will confer with each enrolling student to discuss the first steps and activities in their learning at WISR, whether the student is living at a distance from WISR, or not, within 7 days of the student's date of enrollment. WISR uses a combination of online learning—through a Learning Management System (Google Education Suite)—and real time interaction between students and faculty, and among students. The real time interaction may be on site at WISR, by phone or by internet. All WISR seminars are offered by video/audio conference (accessed by either phone or internet), and most are simultaneously on site. At the moment, we use Zoom's conference services. In addition, most seminars are recorded and available later, online, through WISR's Google Education Suite.

2.      **When first enrolling students, must verify their identity by showing an official ID with a photo (e.g., passport or driver's license) and having a WISR official check their identity either in person or by video conference, or face to face, on site at WISR.**

3.      WISR protects students' privacy and students will be updated annually on WISR's policies. WISR complies with FERPA (Family Educational Rights and Privacy Act) regulations, and we are currently in the initial stages of taking steps toward complying with the more stringent requirements of European Union's GDPR laws (General Data Protection Regulation).

4.      For students learning at a distance and those residing locally, instruction centers on real time interaction between students and faculty—either face to face or by phone conference (the latter is used with local students from time to time as well as with students studying at a distance). Instruction is aided by the use of online courses through Google Education Suite, as well as sometimes of communications, drafts of papers, and comments on drafts between students and faculty. **All WISR students are required to obtain a wisr.edu email address, and they will be shown how to have those emails forwarded to the current, primary email address. Exceptions may sometimes be made for students only taking one course or several courses, rather than an entire degree program.**

5.      **Students are responsible to backup drafts of their papers, and especially of theses and dissertations**—through the Google Drive available with their wisr.edu email address. No student wants to write several pages of work, much less dozens or hundreds of pages, and lose their writing if their computer crashes. It does happen!

6.      **Students are required to respond to two to four annual surveys from WISR**—this is important part of WISR's ongoing commitment to improving our curriculum and instruction and to sustaining WISR as a quality and valuable institution of higher learning. Usually, there will be at least two surveys during the summer—one to evaluate WISR faculty and their teaching performance, and another to evaluate WISR's contributions to each student's learning and to elicit suggestions for improvement. Sometimes, there will be one or two other surveys each year—for

example, as part of WISR's Strategic Planning Process. Students may count the time spent responding to surveys as part of their required hours of collaboration for WISR courses.

7. **As stated in WISR's enrollment agreement, a Full Refund may be obtained by withdrawing within 7 days of the beginning of an enrollment agreement, or at the student's first meeting with a WISR faculty person to plan and begin their studies for their educational program, whichever is later. Since all students meet with a faculty member within 7 days, they will still have the 7-day period in which to cancel and receive a full refund.**

8. WISR offers distance educational programs in which some instructions may not be offered in real time; WISR shall transmit the first lesson and any materials, through WISR's provision to the student of access to WISR's online courses, to any student within seven days after WISR accepts the student for admission.

9. The student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received through WISR's provision to the student of access to WISR's online courses. Cancellation is effective on the date written notice of cancellation is sent. If WISR sent the first lesson and materials, through WISR's provision to the student of access to WISR's online courses, before an effective cancellation notice was received, WISR shall make a refund within 45 days after the student's return of the materials.

10. WISR shall transmit all of the lessons and other materials to the student, through WISR's provision to the student of access to WISR's online courses, once the student makes an initial payment of tuition in any amount, even if they haven't yet paid for the entire program. So long as the student is officially enrolled, even when they are not up to date in their tuition payments, WISR shall remain obligated to provide the other educational services it has agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund, either than the required pro-rata refund of any tuition paid in advance, after access has been provided to all of WISR's online courses, which is they vehicle by which all of the lessons and material are transmitted.

11. **Faculty feedback to students learning at a distance and submitting drafts for comment follows principles of diligent reading of student drafts and papers and responding thoughtfully in a timely fashion**. Faculty make every effort to give students rapid feedback on drafts of papers and theses. Typically, faculty give students feedback on papers and other drafts that are 20 pages or less, within 7 to 10 days. Faculty may need as much as three to four weeks to read and give feedback on longer papers, and especially on drafts of theses and dissertations. Faculty are available to set up hour-long conferences with students, either face-to-face, or by phone once every week or two, as needed by students. Generally, it is best to set up appointments a week in advance, so students can coordinate their own schedules of availability with the openings in the faculty member's schedule.

12.     All WISR students are expected to have a high degree of self-motivation and capability for self-directed learning and are expected to contact faculty for support and assistance, whenever they feel they need it. To support, student academic progress, students are expected to do the following, and although the following are student responsibilities, faculty should be supportive in reminding and guiding students to:

●     Generally, confer with a faculty member at least once every two weeks about their studies.

●     At any one time, the student should have one faculty member whom they have identified as their *primary* faculty advisor, and the student should communicate, and verify, with that faculty person understands that the student wishes for them to take on this role, and that they are willing to do so. Further, this should be noted in the student's in progress transcript, and the student is responsible to update WISR's administration (the CEO or the Chief Academic Officer) regarding the name of their current, primary faculty advisor.

●     The student should consult with their primary faculty advisor before beginning to work on a new course. In addition, students should not work on more than three courses at a time without permission from both their faculty advisor and either the President or Chief Academic Officer.

●     The student should be familiar with WISR's policies and practices on "Faculty Review of Student Progress"

13.     A student may withdraw at any time. Notice of Cancellation of an Enrollment Agreement must be in writing to WISR's President, and a withdrawal may be effectuated by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Students are expected to be in touch with faculty twice per month, or at least once per month unless they notify faculty of special circumstances (e.g., health or vacation where they will be unavailable for longer than a month). If a student is disenrolled for lack of attendance, they have the opportunity to appeal to the Faculty Executive Committee, and then to the Board. Students are expected to be in touch with faculty twice per month, or at least once per month unless they notify faculty of special circumstances (e.g., health or vacation where they will be unavailable for longer than a month).

14.     **Students have access to the online library database paid or by WISR, by going to https://www.lirn.net/databases and entering the password given to them.** *By the terms of our agreement with LIRN students cannot share this information with anyone outside of WISR.*

*In addition, by signing this document, the student agrees to respect all copyright laws, which includes, but is not limited to the following considerations:*

○     *None of the content shared in WISR's online courses may be shared with anyone other than students and faculty at WISR, unless it is explicitly stated that it can be shared under open access, Creative Commons licensing.*

○     *When using resources from LIRN, from scribed, online databases accessed through professional association memberships or library card/memberships, students may not copy and share any of those materials, unless explicitly stated as open access under Creative Commons licensing.*

○     *When writing papers, or making posts on the online forum, students are to cite and reference their sources. For assistance in using the proper format, consult Easy Bib (easybib.com)*

○ *Students having any questions about copyright issues and the sharing of articles and/or videos, should contact WISR's librarian (cynthia.roberson@wisr.edu ), WISR's CEO (john.bilorusky@wisr.edu) , or another faculty member for guidance.*

15. **WISR students are expected to collaborate with other students at WISR, and these expectations and requirements are outlined in each course.**

16. **In order to participate in seminars and real-time conversations with WISR faculty, all WISR students must have regularly accessible, reliable, and well-functioning internet service, sufficient to participate in seminars and oral exams by video conference, and this must be tested by a WISR staff person prior to enrollment. Having a webcam is essential for oral exams, and ideal for seminars. Having a headset with a microphone is desirable. Sometimes students are able to converse by phone, but very importantly, regular internet access is essential for online courses, and for most seminars**.

17. **Students should expect to spend about $50 to $100 on books (or e-books) for each course.** *In addition, all students are required to:*
● *purchase and maintain a monthly membership in ScribD (access to many required readings—books and articles, for $9/month. www.scribd.com),*
● *purchase a membership in a major professional association such as the California Association of Marriage and Family Therapists (www.camft.org), American Educational Research Association, or American Sociological Association. (These fees are typically less than $150/year.) Depending on the student's interests, faculty may approve a membership in another association, instead. All MFTs students must obtain a membership in CAMFT, because, among other things, this provides access to psychology journals through the EBSCO library online database.*
● *if a California resident, the student must obtain a free library card (but requires a visit on site) to either the San Francisco or Los Angeles Public Library. This card entitled the holder to access to important added online library databases (off site, need not be at the library), as well as, to thousands of films and videos available through Kanopy (www.kanopy.com), and some of these films are required viewing for many WISR courses. WISR will provide other access to limited number of Kanopy films, but at least to those that are required, to students who are not California residents, if the student is not able to obtain access through another library.*

18. By signing this, the student states that they understand that WISR provides no English language services for those for whom English is their second language, and by signing this, the student affirms that they understand that if they do not have a previous college degree from an institution in which English was the primary language of instruction in order to be considered for admission at WISR, they demonstrate sufficient proficiency in English through one of the assessments outlined at www.wisr.edu/admissions. Further, even students who pass one of these assessments may sometimes be admittedly only on a "provisional" basis, and in any case, they will be admitted (provisionally or not), only if in the judgement of WISR's CEO and/or Chief Academic Officer, they demonstrate (through conversation, the writing of a brief admissions statement, and if applicable through their current work experience) that they are capable of making good progress in their studies at WISR. Students who are admitted provisionally enroll in one course, and then

their proficiency and ease in handling that course is assessed by WISR faculty before they are officially enrolled in a degree program.

**Regarding Student Records**

**WISR keeps all those student records on file, as required by the State of California, and this means that transcripts are permanently kept of student credit earned, and that all other records are kept for five years.** State of California visiting teams are permitted to access these files to review WISR's educational programs.

**Students are permitted to review the contents of their own files–**
● Their admissions (application) file,
● Their financial file (including for example, enrollment agreements),
● Their transcript file (previous transcripts and WISR transcripts once produced), and
● Their academic file (that is, their learning portfolio and their working portfolio, including the papers they have written, the course syllabi they have submitted, faculty evaluations of their projects/courses, and rough drafts and other supporting documents and media pertaining to their academic work and studies at WISR).

**WISR students are encouraged, but not required, to consider their academic work as a contribution to public inquiry. However, student work is not available to the public without the student's permission:**

Neither other WISR students, alumni, nor the general public are permitted to view any portion of a student's (or alum's) learning portfolio, without the student's permission. This includes the papers, syllabi, transcripts and multimedia academic products submitted as part of their academic work at WISR. Faculty, Board, and Advisory Committee members are permitted to view student work as are visiting teams sent to WISR by State or accreditation agencies. Nevertheless, students are strongly encouraged to make as much of their work available to others, as they feel comfortable in doing–this includes in their portfolio, on WISR's website, and/or larger publication. WISR faculty actively assist students in disseminating and publishing their work.

**WISR will answer inquiries about a student's degrees attained and coursework completed, only if the student has authorized WISR to do so.** WISR will not answer such inquiries for those students who owe WISR money (except for those students who are repaying deferred tuition and who are up to date in making those payments).

**WISR will make transcripts available to students even if they are behind in tuition payments, or owe WISR money, as per State of California regulation. The fee for each official transcript is $25**.

See **Transcript Services** for more details.

**By signing this, the student attests that they have read the WISR catalog and/or the information on the website.**

## Calendar and Enrollment

WISR's fiscal year begins on July 1. Programs continue year-round, although seminar activity is usually less in the summer. **Students may apply, be admitted, and begin study as of the first of any month of the year and may complete their programs in any month.**

To Read "State Regulations Requiring WISR and All Approved Schools to Obtain Accreditation by July 2020" go to: **Legally Required Disclosures**

# ADMISSIONS

## Admission to Study at WISR

**For admission to a Master of Science program**, an accredited Bachelor's degree is required, and **for admission to study for the Ed.D.**, each student must have an accredited Master's degree, or a minimum of 30 semester units of graduate study at an accredited institution.

**Foreign students** must have their transcripts evaluated by an agency that is a member of one of the following two associations:
- **NAECS**
- **AICE**

## Admissions Decision

**All admissions to study at WISR are made on the basis of intensive conversations, during the application process, with applicants about their goals, interests, and backgrounds, and applicants are told about the kinds of learning and action that are involved in studying with us. Initial discussions may be informal.** WISR is interested in working with students who find a common bond with the Institute's stated philosophy and goals. WISR also seeks students who want a flexible program, tailored to their individual needs, but who also want discipline and rigor in their studies. These and other issues are discussed frankly and openly with each serious applicant, and students' intelligent self-selection to study at WISR is very deliberately emphasized. Many tentatively interested inquirers are discouraged from formally applying if their specific interests, personal maturity, or resources of time and money do not promise success in study here.

**In particular, each applicant must discuss her or his background and objectives with a core faculty member, usually WISR's President or Chief Academic Officer.** Interested persons are routinely encouraged to visit WISR seminars and to talk with other faculty, students, and Board members of WISR, to gain several perspectives on study at WISR and a sense of the learning community that they may be joining.

**The admissions decision is made by the Chief Academic Officer and/or WISR's President, sometimes in consultation with other faculty if they believe that added input is needed. The admissions decision is based on interviews with the student, transcripts and other evidence of the student's previous academic work, and letters of recommendation, and if applicable, demonstrated proficiency in English. Decisions to admit a student are made based on the likelihood of the student benefiting from studies at WISR. This includes having the necessary self-motivation and previous experience or knowledge to study successfully at WISR, along with having demonstrated sufficient access to the internet to participate in online courses.**

*Prospective doctoral students must show that they have the potential to make creative scholarly and/or action-oriented leadership contributions during their studies.*

*Furthermore, entering students must demonstrate that they understand WISR's policy on the maximum allowable time in which to complete degrees and that they have the capability of doing so. [Also, see the section, "Provisional Admissions as an Option for Some Students".]*

Prospective students who are denied admissions may appeal to WISR's Board of Trustees, who will consider the evidence presented by both WISR academic administration and faculty, as well as by the prospective student. The Board will only override the decision of WISR's faculty and academic administration if they are convinced that severe bias was involved. In WISR's history, there has never been such an appeal, and in virtually every case, prospective students come to mutual agreement with WISR's faculty about whether or not WISR would be a good fit for them, and in their interests to enroll.

## Limitations on Enrollment of Out of State Students

Since the State of California is the only state in the US that has not signed the National Council for State Authorization Reciprocity Agreements (go to **http://nc-sara.org/** for more details), WISR cannot offer its distance learning programs to students living in most other states of the US. There are a few states whose residents may enroll at WISR, since WISR does not have a physical presence in those states and does not advertise in those states. Because of our small size, it is not economically feasible for WISR to seek the necessary state authorization from each state in which a prospective student resides. *Those from other states who are interested in enrolling at WISR should contact us to find out if their state is one of the states for which WISR would be allowed to provide distance education to students.* Those from other states who wish to do studies at WISR on site, in the Bay Area, rather than from a distance, are welcome to explore this option as well. **WISR is able to entertain inquiries from prospective students living in other countries, since this interstate reciprocity agreement does not apply to students from other countries.**

## Students with Disabilities

As an educational institution devoted to personalized education, there are many things that WISR does to aid students with various disabilities, especially those with psychological and learning disabilities. First of all, as a matter of routine practice, faculty meet with students regularly to discuss their special needs and challenges as well as their strengths, in order to better support each individual student's learning efforts. This includes working with the student to develop learning strategies–study schedules, uses of special resources, and approaches to each assignment that will work best for the student, and to make the needed adjustments over time. In this context, when meeting with students with disabilities, faculty give special attention to those students' special needs, and make accommodations to the extent of WISR's capabilities as a small, institution with a limited budget. Therefore, prospective students with disabilities fill out the **Disabilities Accommodation Request Form** prior to making an enrollment decision, so that WISR's ability to meet their needs can be realistically assessed and evaluated. WISR is committed to including the widest variety of students, and with varying needs, as is possible. If WISR cannot accommodate a particular student's needs, the student will be informed of why WISR cannot and what specific challenges and limitations that they would face if they were to enroll. Based on this information, in order for the student to enroll at WISR, the student *and* WISR's CEO or CAO must both agree

that, overall, WISR can still meet enough of the student's needs well enough that they will benefit from study at WISR. If it is determined that WISR cannot meet their needs, WISR's CEO will inform the prospective student, whether or not it is feasible and likely that WISR can make sufficient changes in the 12 months to accommodate their needs. The CEO will state in writing the reasons for this assessment, and further, if changes are stated as likely, the CEO will also share in writing the key steps in the plan to make these changes. The prospective student will be informed that they should not take this as a guarantee, but instead, these statements are to be taken as a public disclosure of WISR's intentions of the steps to be taken to become more accessible.

As a matter of routine practice, faculty meet with students regularly to discuss their special needs, and to make accommodations, including but not limited to: 1) gaining extra help and support with writing and the use of grammar and spell check software, 2) obtaining extended time for completing courses and the entire degree program, 3) in special cases, the student and their supervising faculty member may request from the Faculty Executive Committee permission to re-design some assignments so that the student with special needs can learn and demonstrate knowledge in equivalent ways (e.g., supporting students in learning how to use voice to text software for writing, and by substituting added oral exams for some of the shorter writing assignments).

Our courses are not yet optimized for the visually impaired, but our tech staff person is going to work on that and give that a priority in the next year.  Because our online courses are heavily text-based, and do not make use of images or pdf files except in rare cases, they are mostly accessible for people using text voice readers. The videos used (mostly of our own seminars) are accessible by web links.  However, they do not have closed captions because the cost of that with zoom is prohibitive for a school as small as WISR.

## Foreign Students

**Foreign Students—No ESL Instruction, no I-20 status, but assistance in obtaining permission to visit:**

WISR does admit students from other countries. However, WISR does not provide English as a Second Language, or English as a Foreign Language, instruction. All instruction is conducted in English. Some students who are not native English speakers, but who are fluent in English, have enrolled and successfully completed programs at WISR.

Students who do not have a previous college degree from an institution in which English was the primary language of instruction may be considered for admission at WISR, if they demonstrate sufficient proficiency in English through one of the following assessments:
•        they meet (for the degree program for which they are applying) one of the following conditions (see below), AND ALSO
•        if in the judgement of WISR's CEO or Chief Academic Officer, the prospective student demonstrates (through conversations with WISR faculty, the writing of a brief admissions statement, and if applicable through their current work experience) that they are capable of making good progress in their studies at WISR.

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction *may* be considered for admission at WISR, if they demonstrate college-level proficiency in English through one of the following for admission:

1. Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)

2. First Professional Degree or Professional Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

3. A minimum score on the College Board Accuplacer ESL Exam Series as follows: ESL Language Use: Score of 85 ESL Listening: Score of 80 ESL Reading: Score of 85 ESL Sentence Meaning: Score of 90 ESL Writeplacer: Score of 4

4. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

5. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

6. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree, first professional degree, or professional doctoral degree.

**Students whose native language is not English and who do not meet the above requirements may NOT be admitted provisionally. They must meet the above standards.**

WISR's admissions process helps all prospective students to assess their skills, learning needs and interests, and aids WISR faculty and the prospective student in determining whether or not WISR can meet their educational needs. **Enrollment at WISR does not provide foreign students with I-20 status** (i.e., WISR students do not qualify for foreign student visas.). However, WISR has and will vouch for a student's enrollment status and verify that WISR encourages all students studying from a distance to visit WISR for a few days every year or so. By so vouching and

verifying, WISR is usually able to assist foreign students in obtaining permission to visit the United States for a brief period, for this purpose.

## For More on Admissions

Each prospective student should read and explore our website carefully, and in particular, should read the following sections as first steps in learning about how to enroll at WISR:

- **Admissions and Enrollment**
- **Admissions Application**
- **Admissions Interview**
- **Provisional Admissions as an Option**
- **Learning About WISR**
- **Tuition and Fees**
- **Frequently Asked Questions (FAQs)**

And, of course, each student should carefully read the extensive details in the various subsections under "**Academics**."

# ADMISSIONS APPLICATION

For admission to a Master of Science program, an accredited Bachelor's degree is required, and for admission to study for the Ed.D., each student must have an accredited Master's degree or 30 semester units of previous graduate study at an accredited institution. For more details go to: **Admissions**

**As part of the application process, all admissions to study at WISR are made on the basis of intensive conversations with applicants about their goals, interests, and backgrounds, and applicants are told about the kinds of learning and action that are involved in studying with us.** Initial discussions may be informal. Thereafter, each serious applicant is asked to file a formal application for admission, by filling out: 1) a one page-**Admissions form**, 2) submitting transcripts of previous college-level study to verify that the student has met WISR's admissions requirements and to verify any transfer credit requested, and 3) providing two letters of recommendation from others who can attest to the student's readiness for further academic study.

The application for admission must include a written statement describing the scope and significance of the applicant's study and future objectives, assessing how well these fit with study at WISR, and discussing the applicant's commitments to professional and community work.

Obtain: **WISR's Admissions Application Form**

**WISR is interested in working with students who find a common bond with the Institute's stated philosophy and goals.** We are also interested in students who have given some thought to their educational goals and have an initial clarity about them, although we recognize that goals frequently change as a student's course of study progresses. WISR also seeks students who want a flexible program, tailored to their individual needs, but who also want discipline and rigor in their studies. These and other issues are discussed frankly and openly with each serious applicant, and students' intelligent self-selection to study at WISR is very deliberately emphasized. Many tentatively interested inquirers are discouraged from formally applying if their specific interests, personal maturity, or resources of time and money do not promise success in study here. We help many potential applicants to find other ways of pursuing their studies elsewhere.

**As part of the application process, each applicant must discuss her or his background and objectives with a core faculty member, usually WISR's President or Chief Academic Officer.** Interested persons are routinely encouraged to visit WISR seminars and to talk with other faculty, students, and Board members of WISR, to gain several perspectives on study at WISR and a sense of the learning community that they may be joining.

# ADMISSIONS INTERVIEW

**As part of the application process, each applicant must discuss her or his background and objectives with WISR's President or Chief Academic Officer. This meeting is both an "admissions interview" and an exploration, together,** of how well WISR's distinctive approach to learning and our specific State-licensed degree offerings, will meet the prospective student's needs and enable him or her to have a strong likelihood of using a WISR program in the meaningful and successful pursuit of his or her short- and long-term goals. Prospective students are urged to have a face-to-face meeting at WISR; however, if it is more convenient, or if the student is living at a distance, two or more in depth phone or video conversations often suffice. An hour-long conversation is scheduled so that the prospective student will not feel rushed, and indeed, students are welcome, and even encouraged, to have more than one conversation with WISR's President or Chief Academic Officer. After extensive discussions, most prospective enrollees are able to judge the kinds of student autonomy and commitment that study at WISR requires. Most applicants who do not have the necessary qualifications screen themselves out voluntarily.

**The purpose of the conversations and interviews is to help each person to make a very informed decision about whether or not to apply for admissions, and also to enable the Chief Academic Officer and/or the President, sometimes in consultation with other faculty, make the decision to admit the prospective student, based on whether or not they are likely to benefit from studying at WISR.**

In order to think about some key issues that any prospective student should contemplate, please read the section on: **Learning About WISR**.

# PROVISIONAL ADMISSIONS TO STUDIES AS AN OPTION FOR SOME STUDENTS

At WISR, we wish for students to proceed at a pace that makes sense in terms of their learning needs and purposes. Over the years, we have found that some students are interested in support for significant, personal learning goals—including help in writing a book or series of articles, creating a new program or non-profit, developing a workshop series, or support for other personal learning agendas, and that while they may wish to pursue an academic degree, they are not yet certain if they will have the energy, motivation and/or ability to complete an entire degree program at within the maximum allowable amounts of time for students to complete our degree programs—6 years for a Bachelor's degree for those with no previous academic credit and 3 years for those transferring with 80 semester units of credit; 4 years for the MS in Education and Community Leadership. And 6 years for both the MS in Psychology and the EdD. In some cases, when a student has a disability or some other special, extenuating circumstances, they may petition for a little bit more time to complete the degree.

**We advise students who are not yet certain if they want to be held to these timetables—which are designed to require the pace of consistent half-time study, or more, by each student— that we can only enroll them on a provisional status for a specified, agreed on,** period **of time, not to exceed one year.** Then, after that specified period of time enrolled on provisional status, the Faculty Executive Committee and the student's major advisor will evaluate the quality of their academic work and their rate of progress, and if deemed satisfactory, the student will then be enrolled in a degree program. If not, the student's enrollment will be terminated. Based on the admissions interview and other information about the student, the CEO and Chief Academic Officer, sometimes in consultation with another faculty member, will decide which prospective students can only be admitted provisionally, and then discuss with those prospective students, the risks (loss of tuition and time if they fail to progress and perform adequately) and the advantages of this option (opportunity to see if they can manage the demands of being in a WISR degree program) to help each prospective student make a decision that is in their best interests.

**Under our new policy about "provisional admissions" to study at WISR as an option for some students, a prospective student with health or energy limitations might be denied unconditional admission to a degree program, but they would have the opportunity through taking the relevant courses in their desired degree program on a "provisional student" basis,** until such time that they might demonstrate the capability of completing the program within (or very close to) the maximum expected length of time for that program. In effect, the student is then given a "trial period" to learn some of the things they wish to learn, and still, to get credit toward a degree at a future date, if they end up demonstrating the motivation, energy and capacity to complete the entire degree program. Typically, a student will have up to a year to demonstrate this capability. They do not pay the $600 enrollment fee unless and until they are accepted as a degree student. *Foreign students whose native language is not English are not admitted provisionally if they fail to meet the English language proficiency requirements.*

# LEARNING ABOUT WISR

## Deliberate Reflection and Dialogue: Is WISR right for you?—the pros and cons . . .

**Beyond the in-depth conversation(s) with the WISR President, each prospective student is encouraged to ask how they can get in touch with any students, faculty or alumni, with whom they would like to gain several perspectives on study at WISR** and a sense of the learning community that they may be joining. **Prospective students should also, if they can, make arrangements to participate in one or more seminars, which are available both on site and by video conference.**

**All prospective students should understand that WISR's degree is unaccredited but State licensed, and that this results in risks for some prospective students but not others.** For this reason, we alert all prospective students to the strengths and limitations of WISR's State approved* degree. Over the decades, our students have been very, very successful in using their WISR degrees for employment in non-profit agencies and also in setting up their own consulting practices, and in many cases, also in pursuing occasional grants and outside funding.

*We caution prospective students that in many cases, public agencies (Federal, State, and local) are not interested in receiving applications from people who hold unaccredited degrees.* In most cases, those hiring for these agencies are not aware that California State Approval* even exists, and they are not motivated to take the time to hear explanations from prospective employees about the solidity of State approved degrees. *Still, some of our graduates have been hired by public agencies. Nevertheless, we want all prospective students to know that in this area of employment, having a State licensed degree is likely to be a liability in many cases, at least.*

*Furthermore, in terms of doing more advanced graduate study in the future at an accredited institution, or in seeking a faculty position at an accredited college or university, there is definitely some risk, although in our experience, some of our alumni have been admitted to accredited graduate schools, and more than a few have been employed as faculty in accredited institutions.* Most of our alumni so employed have held part-time positions, many of them in community colleges. Several of our PhD alumni have obtained full-time, tenure track positions in accredited universities. Other things being equal, our alumni are at a disadvantage when applying for graduate study or faculty positions in a traditional, accredited institution, partly just because "WISR" doesn't have "big name recognition." In our experience a lot depends on the particular attitudes of the particular faculty making decisions in a particular department, in a particular institution during a particular year. It is hard to generalize, but clearly a WISR alumnus is likely to be at a disadvantage unless he or she is being evaluated by a fairly progressive group of faculty.

**One of WISR's MS programs is approved to meet the academic requirement for the California MFT license, as well as for the new LPCC license, and for these purposes, it has equal status with accredited degrees.** Over the years, our MFT alumni have performed exceedingly well on the State MFT licensing exams, and they have usually been very successful in their professional practices. Nevertheless, **those prospective students contemplating moving**

**out of State should learn about the reciprocity laws and arrangements with California.** Generally speaking, those who are interested in practicing as a counselor in another state will find that their odds of being able to do so increases dramatically if they first get the California license and then move, rather than trying to use their WISR Master's degree in another state without first getting the California license. Nevertheless, a bit over 10 years ago, one of our alumni obtained her Colorado, and then her Arizona, license without first obtaining the California license. We do not know whether or not this would still be the case.

To a large extent, **WISR's history is indeed the stories of our students successfully building bridges to the significant things they next want to do in their lives, whether it is a new career, a new job, improved performance on an existing job, or volunteer community work. Our alumni have used their academic projects at WISR to network with professionals and community groups, to create new programs and even new agencies, to carve out distinctive and well-recognized specializations and consulting practices, and to engage in professional and community leadership with significant and meaningful responsibilities. In sum, our alumni have generally been very, very satisfied with how well they have been able to <span style="color:red">use the combination of their WISR learning and their WISR State licensed degree to accomplish their goals</span>, and indeed, to do more than they even aimed to do when they first enrolled at WISR. Please contact WISR faculty if you would like to discuss with our alumni their successes and accomplishments and their thoughts about the contributions of learning at WISR. A large number of WISR alumni have volunteered to talk with prospective students!**

For now, WISR continues to build on its 40 year-plus history of showing how learning can take center stage, and to show that many WISR students use relevant, high quality learning. Our students find that they can design and pursue learning activities and earn a State licensed degree from WISR–in order to build bridges for themselves--to pursue quite successfully the next significant life-endeavors and challenges they have chosen and planned for themselves.

**To learn more about WISR, we urge prospective students to explore our website. In particular, prospective students should read the extensive and detailed information in the various subsections under the main heading, "<span style="color:green">Academics.</span>"**

# TUITION AND FEES

The following topics are covered below:

- **TUITION**
- **TUITION INCREASES**
- **ENROLLMENT FEE**
- **COST OF EDUCATIONAL MATERIALS**
- **CREDIT CARD, PAYPAL, AND WIRE TRANSFER PAYMENTS**
- **FINANCIAL AID**
- **TUITION IS PRO RATED**
- **LEAVES OF ABSENCE**
- **WITHDRAWAL AND REFUNDS**
- **LATE FEES**
- **RESPONSIBILITY OF STUDENT TO STAY CURRENT IN THEIR TUITION PAYMENTS**
- **POLICY ON CANCELLATION OF ENROLLMENT AND REFUND OF INITIAL TUITION PAYMENT**
- **STUDENT TUITION RECOVERY FUND**
- **IF NECESSARY, YOU HAVE THE RIGHT TO CONTACT THE STATE OVERSIGHT AGENCY**
- **TUITION CHARGES FOR STUDENTS AT WISR NOT SEEKING A DEGREE**
- **REQUIRED DISCLOSURES REGARDING WISR'S STATE LICENSED, UNACCREDITED DEGREES AND REGARDING WISR'S FINANCIAL INTEGRITY**

## TUITION.

**Tuition is $7,500/year. Students may make monthly payments of $625/month. **Note: WISR's Board has announced that for the first time in over 8 years, there will be a tuition increase on November 1, 2021 to $8,400/year ($700/month), with discounts for paying 12 months' in advance of $7,500, and for semi-annual payments, $4,000. Students who choose to make semi-annual payments will receive a semi-annual discount of $200, so that the semi-annual payment will be $3,550. Students who make an annual payment will receive a $600 discount for the year, so that the annual payment will be $6,900. Student tuition will NOT be increased for the fiscal year July 2019-June 2020, despite increased costs, and even though this will be the seventh consecutive year that tuition has been steady at $7,500/year.**

Students are not responsible for paying tuition for any portion of a year in which they are not enrolled, whether it is due to graduation or withdrawal. Students may enroll on the first day of any month of the year. They may withdraw on any date, by giving written notice to WISR's President of their decision to withdraw. (See specific refund and withdrawal policies, below). Students graduate on the last day of the month in which they complete all requirements and are approved for graduation by their Graduation Review Board.

**Total Program Costs:**

Since the completion date for all academic programs, at WISR and elsewhere, cannot be precisely determined in advance, the total length of time, and cost, of a degree program at WISR cannot be projected in advance. The length of time to complete a program is influenced by each student's life circumstances and the intensity with which they choose to pursue their studies. The Frequently Asked Questions section of our catalogue and this website discusses the approximate lengths of time that many students have taken to complete each program in previous years. If for an extended period of time (6 months or longer) a student anticipates that she or he will not be able to actively pursue her or his studies at WISR, the student is advised to consider taking a leave of absence for that period and then re-enrolling.

However, the State requires that we provide a scheduled timetable for completing each degree program—for the purposes of reporting data to the State in the annual reports, for providing information to prospective students in the School Performance Fact Sheet, and for providing one scheduled timetable in this catalog, on our website, and in our enrollment agreements with each student. In arriving at the scheduled timetables for each degree program, we have assumed that many students may choose to move at the equivalent of a part-time pace, if they have especially busy and demanding work and family commitments.

We have decided to use 6 years as the scheduled timetable for completing the doctoral degree, the extensive Master's program leading to the MFT and/or LPCC licenses, and for the BS program. And, we have used 4 years as the scheduled timetable for completing the other (non-MFT) Master's program in Education and Community Leadership.

Our actual experience is that some students choose to take even longer than these schedules due to work and family responsibilities, for example. Many students complete these programs in much shorter periods of time. These timetables also don't take into account how the transferring of previous academic credit, although the amount that can be transferred is limited.

Using these schedules and using our current annual tuition of $7,500/year and a $600 enrollment fee, Total Costs for the EdD and the MS program leading toward MFT and/or LPCC licenses are $45,600. The Total Cost for the MS program NOT leading toward State counseling licensure is $30,600. (Beginning November 1, 2021, these estimated total costs for the maximum expected time will be $51,000 and $34,200, respectively.

## COSTS OF EDUCATIONAL MATERIALS

Students should be prepared for the following added expenses:

- A required monthly fee ($9/month) to access books and readings through ScribD (**www.scribd.com**)
- A required annual membership in a professional association (approximate cost of $150 per year or less, typically) such as the California Association of Marriage and Family Therapists (required of all WISR MFT program students), the American Sociological Association, or the American Educational Research Association

- Roughly $50 or less per course for required books and ebooks--)—maximum out of pocket costs for required books: $400 (MS Ed&Com Leadership), $900 (MS Psychology), $500 EdD.
- Although there is no cost involved, California residents who constitute the vast majority of WISR students, should plan on making a trip to either the San Francisco or Los Angeles Public Library, to obtain a public library card to provide added access to relevant journals, books and videos. Students outside California are encouraged to identify with the help of WISR faculty additional library access for themselves. WISR's pays an annual fee to the Library Information and Resources Network (LIRN) to provide access to valuable library resources, and WISR's Librarian and Learning Technology and Design staff person provide information and guidance to WISR students on how to locate relevant Open Access Library resources, which are increasing greatly in number every day.

## TUITION INCREASES.

**With the decision by the Board of Trustees to raise tuition for the first time in over 8 years to $8,400/year ($700/month), WISR's Board of Trustees has decided that modest tuition increases of about $25/month probably will be necessary every year or two.** WISR's faculty and Board devote considerable energy and thought to keeping WISR's tuition as affordable as possible, while still maintaining an extraordinarily high level of quality of education. The vast majority of each student's tuition goes toward instructional costs, with minimal amounts being spent on administrative and institutional overhead costs. **Whenever a tuition increase is necessary, the Board will announce about May 1 of each year the tuition rate for the coming fiscal year (July-June).**

## ENROLLMENT FEE.

Upon enrollment, or re-enrollment in the case of students who have taken a break from their studies at WISR, a **$600 enrollment fee, $250 of which is non-refundable,** is due, and the rest of which is pro-rated as per refund policies noted in this section.

## CREDIT CARD, PAYPAL, AND WIRE TRANSFER PAYMENTS.

Students may choose to pay their tuition by using their Visa, Master, and Discover Card credit cards. Those wishing to make a credit card payment should contact WISR's President, either over the phone or on site at WISR. Students may also pay tuition to WISR through PayPal by entering WISR's e-mail address for the merchant account: mail@wisr.edu Also, students in other countries often make payments to WISR by direct wire transfers to WISR's bank.

## FINANCIAL AID.

Unfortunately, WISR students only have access to outside, private scholarships, but not to Federal grant and loan programs. Because WISR is very small by design, and is not accredited, our students are not eligible for Federal and bank-funded student loans. Furthermore, lending institutions are not required by law to defer student loan repayments that WISR students may have acquired elsewhere prior to enrolling at WISR. In some cases, WISR students have successfully negotiated

this with lenders, but because WISR students are not eligible for student loan monies, the lenders are not obliged to defer the student's payments.

Fortunately, our tuition is much more affordable than the tuition at most other institutions, and students may make monthly payments throughout their enrollment at WISR.

## TUITION IS PRO RATED AS FOLLOWS . . .

**Students never pay for tuition for any period of time covered in their enrollment agreement, if they withdraw or graduate before the end of the period specified in that enrollment agreement. (See refund policies below). If a student withdraws from enrollment during a period for which tuition has been paid, they will receive a refund according to the refund policies stated below.**

## LEAVES OF ABSENCE.

**Students may take a Leave of Absence for a *minimum of six (6) months, at any time,* with notice by the end of the month prior to the Leave.** Students may not take a leave for a just a couple of months; it is expected that most students will take vacations, get ill, and have special family and job demands and crises that may make it difficult or even impossible for them to attend to their WISR studies for several months out of the year. WISR operates on a 12-month calendar so that students can be heavily involved in their studies for as little as 8 or so months out of the year, or for all 12 months of the year. However, if a student believes that he or she will not be able to get much done in the coming 6 months, for any reason, personal, financial, job, health or other reasons, then it is best to take a break for 6 months or longer, until the student has the time, energy and/or funds to be engaged in her or his studies more than a little bit. **During a leave a student may attend seminars (but not for credit or to meet WISR requirements) to stay somewhat connected to WISR, but may not meet with her or his faculty adviser or receive credit for work performed during the leave period. Work performed during a leave is considered the same as prior experience and is not eligible for credit as such.** When the student is ready to re-enroll–at any time after the six-month minimum period–he or she **may re-enroll by paying the $600 re-enrollment fee** (naturally, the student is not charged tuition during the period of their Leave). However, if the student owes back tuition, they will not be allowed to re-enroll unless they first negotiate with a Board representative an acceptable and realistic re-payment plan on top of the regular tuition that they will be paying once re-enrolled.

## WITHDRAWAL AND REFUNDS.

**A student may withdraw at any time. Notice of Cancellation of an Enrollment Agreement must be in writing to WISR's President, and a withdrawal may be effectuated by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. If a student is disenrolled for lack of attendance, they have the opportunity to appeal to the Faculty Executive Committee, and then to the Board. Students are expected to be in touch with faculty twice per month, or at least once per month unless they notify faculty of special circumstances (e.g., health or vacation where they will be unavailable for longer than a month). The student will receive a refund of any tuition already paid according to the**

**following guidelines.** If a student withdraws after the first instructional session begins, but before the end of the first month of enrollment or re-enrollment (that is, after the cancellation period described above), they are entitled to a full refund of all charges, less $250 and a portion of the $625 first month's tuition ($700 for the first month beginning November 2021) prorated on a daily basis. If a student withdraws during the first 60% (percent) of an enrollment period as specified in their enrollment agreement, the student will receive a pro-rata refund on a daily basis of any tuition already paid beyond the date of withdrawal, minus $250 of the $600 enrollment fee. If the student withdraws after 60% (percent) of the enrollment agreement period, the student will receive a pro-rata refund on a daily basis, minus the $600 enrollment fee. That is, their tuition refund will be computed by calculating all monies for which they have paid tuition for an enrollment period, then charging them the daily rate for the period enrolled and refunding them the balance of the tuition monies paid for that enrollment period. That is, in no case will the student be responsible to pay tuition for days for which they have contracted in the Enrollment Agreement, when they have chosen to withdraw before the end of that period and when they will not then be enrolled for some of those contracted months. WISR will also refund money collected for a student's tuition from a third party on the student's behalf. Refunds will be paid within 30 days of cancellation or withdrawal. A student who withdraws and wishes to later re-enroll is subject to the policies on Leaves of Absence (see above).

**SAMPLE REFUND CALCULATION:**
Student Enrollment Agreement began July 1, 2018
Tuition for the Period July 1, 2018 – June 30, 2019: $7,500
Day in Agreement: 365
Withdrew: December 1, 2018
Days Enrolled: 153
% Year Enrolled: 153 days divided by 365 days = 41.9%
Tuition owed: $7,500 x 41.9% = $3,143.84
If student had paid for six months when they withdrew (6 x $625) = $3,750
Then the student would have a refund of $3,750 - $3,143.84 = $606.16

## LATE FEES.

Students making monthly payments **have until the end of the month to make their payment for that month without the payment being late.** The first month in a fiscal year that a student is late in making their tuition payment, they will be assessed a late fee of $25/month. However, in any additional month(s) in that fiscal year in which a student is late or behind in their tuition payment(s), they will be charged a $50/month late fee.

## RESPONSIBILITY OF STUDENT TO STAY CURRENT IN THEIR TUITION PAYMENTS.

Because WISR makes every effort to keep its tuition affordable by charging a little as possible, and since students are allowed to improve their cash flow by making monthly payments, it is absolutely crucial that students make timely payments of their tuition (by the last day of the month in which the tuition is due). **Students who fall two or more months behind in their tuition payments are subject to disenrollment for a minimum of 6 (six) months,** and will not get credit

for work done during that period, and will be charged the $600 re-enrollment fee upon return to enrollment at WISR, assuming they also have taken care of their owed tuition and late fees, either by paying in full, or by paying a portion and successfully negotiating with the Board financial representative a payment plan that they will adhere to.

## POLICY ON CANCELLATION OF ENROLLMENT AND REFUND OF INITIAL TUITION PAYMENT.

CANCELLATION POLICY: You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

DISTANCE EDUCATION CANCELLATION POLICY: The student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund pursuant to section 71750 of the California Code of Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

• If you are enrolled in an Online Program, the course session will be held online using Google Education Suite, a Learning Management System. Please see WISR Official Catalogue on Distance Education at https://www.wisr.edu/catalogue for more information.
• An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.
• An institution shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted.

STUDENT'S RIGHT TO CANCEL: The student has a right to cancel their enrollment agreement and obtain a refund. Such cancellation must be in writing to the President at WISR, 2930 Shattuck Avenue, Suite 300, Berkeley, CA 94705. *The student has a right to cancel and obtain a refund of charges paid through attendance at the first instructional session, or the seventh day after enrollment, whichever is later.* If a student withdraws after instruction begins, but before the end of the first month of enrollment or re-enrollment (that is, after the cancellation period described above), they will be refunded all except $250 of the $600 enrollment fee, and a portion of the $625 first month's tuition ($700 for the first month's tuition beginning November 2021) prorated on a daily basis. Notice of Cancellation of an Enrollment Agreement must be in writing to WISR's

President, and a withdrawal may also be effectuated by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

## STUDENT TUITION RECOVERY FUND.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:
1.      The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2.      You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3.      You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4.      The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5.      The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6.      You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7.      You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code."

## IF NECESSARY, YOU HAVE THE RIGHT TO CONTACT THE STATE OVERSIGHT AGENCY.

*Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95833, or P.O. Box 980818, West Sacramento, CA 95798-0818 www.bppe.ca.gov Telephone (888) 370-7589 or by fax (916) 263-1897*

*A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov*

Indeed, WISR takes the position that consumer protection and student rights are important to a healthy postsecondary education system in California. WISR has an impeccable history of perfect compliance with state law since we were first approved* in 1977 [*Under current State law, Approved" means, "approval to operate" which means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter)], and there have been no complaints against us in that entire time. Furthermore, in order to promote consumer protection, high quality education, and institutional integrity and credibility among institutions of private postsecondary education, WISR has taken a leadership role with about a dozen other institutions to form the Association for Private Postsecondary Education in California (APPEC).

## TUITION CHARGES FOR STUDENTS AT WISR NOT SEEKING A DEGREE.

Please consult our web page (or online catalogue section) on "Non-Degree Learning" to find about **tuition charges for students seeking to receive credit for only one or two independent study courses, for MFT or LPCC courses, for one or two particular courses in other WISR degree programs, or for non-credit instruction.**

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# *REQUIRED DISCLAIMERS REGARDING WISR'S STATE LICENSED, UNACCREDITED DEGREES AND REGARDING WISR'S FINANCIAL INTEGRITY.*

**REQUIRED DISCLAIMERS REGARDING WISR'S STATE LICENSED UNACCREDITED DEGREES AND REGARDING WISR'S FINANCIAL INTEGRITY.**

**Quite appropriately, the State of California requires that the Western Institute for Social Research (WISR), and all unaccredited, State Approved schools, colleges and universities, disclose to prospective students possible limitations students may subsequently encounter in using their State Approved, but unaccredited degrees. We have discussed the uses and limitations of WISR degrees at great length in here and also in other sections of our website and online catalogue, in particular, please consult the section, "Learning About WISR." We repeat some of the highlights of the points mentioned elsewhere in this section on "Tuition and Fees" because it is important for prospective students to be aware of the most important limitations they may encounter in using a WISR degree.**

**May 1, 2021 Update, WISR has received from the State an eight month extension of its State approval based on WISR's having shown "strong progress" toward accreditation, and if WISR continues to make strong progress toward accreditation, may be considered for further extensions through June 30, 2022, as provided for by State law. The criteria outlined in the State law are as follows:**

"All requests for extensions must be made in writing, to the Bureau's
Education Administrator. The Bureau will consider those requests from
institutions that demonstrate they are making strong progress toward
obtaining accreditation, per CEC 94885.1(d)(1). Institutions must include
the following in their request:
- An amended accreditation plan adequately identifying why preaccreditation, accreditation candidacy, or accreditation outlined in the
original plan submitted to the Bureau was not achieved
- Active steps the institution is taking to comply with the requirements of
CEC 94885.1
- Documentation from an accrediting agency demonstrating the
institution's likely ability to meet the requirements of CEC 94885.1"

**The original law is as follows:**

**STATE REGULATIONS REQUIRING ALL APPROVED SCHOOLS, LIKE WISR. TO OBTAIN ACCREDITATION BY JULY 2020**
§71775.5. Pre-enrollment Disclosure; Notice to Prospective Degree Program Students; Institutions with Existing Approvals to Operate.

(a) An approved unaccredited institution enrolling a student in a degree program shall, prior to execution of an enrollment agreement, provide the student with the following notice, which shall be in at least 12-point type in the same font as the enrollment agreement:

**Notice to Prospective Degree Program Students**

**Pre-enrollment Disclosure; Notice to Prospective Degree Program**

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

● Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.

● Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, the following will happen:

● The institution must stop all enrollment in its degree programs, and

● Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

(b) The student and an institutional representative shall initial and date the notice prior to executing an enrollment agreement. An initialed copy of the notice shall be given to the student and the original shall be retained in the enrolled student's records.

(c) The notice shall also be posted immediately adjacent to wherever an institution's degree granting programs are described and shall include, at a minimum, the following locations:

(1) The institution's catalog.

(2) The institution's website.

(3) The institution's degree program brochures.

(d) This section shall remain in effect until July 1, 2021, and as of that date is repealed.

NOTE: Authority cited: Sections 94803, 94877, 94885 and 94885.1, Education Code. Reference: Sections 94885, 94885.1, 94897, 94900, 94900.5, 94909, 94927.5 and 94932 Education Code.

**What does this mean for WISR and for WISR students?**

Prior to this new law and regulation, WISR had already decided to pursue national accreditation.

**With all accreditation efforts, there can never be a guarantee that an institution will be successful. The information here is to provide updates on the concerted efforts and steps that we at WISR are taking to achieve national accreditation by 2020, and hopefully a bit before then. For legal and ethical reasons, we cannot promise that we will obtain accreditation, but we will be transparent in disclosing our progress—to the State of California as required by law, and to students, prospective students and interested members of the general public, as well, because such disclosures to the State must be made public.**

WISR Board, faculty, alumni and students are strongly committed to obtaining accreditation, and will keep students, prospective students and the State informed of our progress (see update below). If WISR does not obtain accreditation by July 2020, WISR will apply for a two-year extension from the State (as allowed for be an amendment to the original law), and if for any reason, WISR fails to get accreditation on a timetable acceptable to the State (July 2020 or later if there is an

extension), WISR faculty will do a teach out with all WISR students, and those students will be able to receive an academic degree that is fully approved by the State of California.

**In compliance with Assembly Bill 2296, Chapter 585, Statutes of 2012, effective January 1, 2013, WISR discloses the following:**

**WISR offers unaccredited MS and Doctoral degrees—that is, WISR is not accredited by an agency recognized by the United States Department of Education (USDE).**

**WISR's degree programs are approved by the State Bureau of Private Postsecondary Education ["Approved" means, "approval to operate" which means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8)]. More information may be obtained from the Bureau's website: www.bppe.ca.gov**

**Graduates of WISR's MS in Psychology program that is designed to meet the State's academic requirements for the MFT and LPCC licenses, respectively, are eligible to sit for those licensure exams in California after meeting the other requirements (most notably, sufficient hours of supervised internship). WISR makes no claims that students may sit for licensing exams in other states. Students and prospective students interested in licensing in other states should contact those states for definitive information. Oftentimes, the California Association of Marriage and Family Therapists (CAMFT) will be able to help its student members of that association learn how to obtain information from other states.**

**Students and prospective students should know that a degree program that is unaccredited or from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Students enrolled in unaccredited institutions are not eligible for federal financial aid programs. Further information regarding required disclaimers is below.**

○      TRANSFER OF CREDIT TO, AND USE OF DEGREES IN, ACCREDITED INSTITUTIONS: Generally speaking, it is wise not to expect to transfer credit at the graduate level (MS or Doctoral) between two institutions, because most graduate programs want students to do all of their graduate degree program work at that institution. Specifically, the transferability of credits you earn at WISR is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the MS you earn at WISR is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending WISR to determine if your credits or degree will transfer.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION The transferability of credits you earn at the Western Institute for Social Research (WISR) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or academic credits you earn in the Western Institute for

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

○ USES AND LIMITATIONS OF WISR'S UNACCREDITED DEGREES TO OBTAIN EMPLOYMENT AND LICENSURE: Only one of WISR's degree programs is specifically designed to lead to employment in a specific career—the MS in Psychology that meets the State's academic requirements for the Marriage and Family Therapy (MFT) license, and more recently the LPCC license, as well, is designed to help students move toward eventual licensing and careers and employment as licensed MFTs (and for some as LPCCs as well). The significant and typical successes of our MFT program alumni in accomplishing these particular employment and licensing goals is described in our "School Performance Fact Sheet for the MFT Program" which is on our website and available as a hard copy, upon request.

Although the success of WISR alumni in professional advancement and employment is very impressive and well documented, the success of any one student in using their degree from WISR to obtain a particular job definitely CANNOT BE GUARANTEED OR EVEN EXPECTED. Although WISR has been State Approved since 1977 [under current law, "Approved" means, "approval to operate" which means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8)], it is not regionally or nationally accredited, and indeed, very tiny institutions such as WISR are seldom, if ever, even evaluated by the regional accrediting agency, and the relevant national agencies do not evaluate institutions offering PhD programs. IT IS IMPORTANT TO EMPHASIZE THAT WISR'S DEGREES ARE UNACCREDITED, AND THEREFORE, WISR STUDENTS AND ALUMNI MAY SOMETIMES BE ELIMINATED FROM CONSIDERATION FOR SOME JOBS, AS WELL AS FOR LICENSURE AND CERTIFICATION IN MOST FIELDS IN OTHER STATES.

The actual experience of WISR students is that they are mostly satisfactorily employed in jobs and careers that they have desired, oftentimes with much greater success than they even hoped for prior to enrolling at WISR. Nevertheless, there are fairly common instances where students and alumni have found that they are eliminated from consideration for some jobs and promotions in public agencies (Federal, State, County, City) when for reasons of legality or bureaucratic convenience, the public agency stipulates that an accredited degree is required for a particular position. Seldom, if ever, have our alumni or students encountered difficulties, because of WISR's unaccredited status, in obtaining jobs in non-profit and community-based agencies. Similarly, WISR students and alumni have in many cases been successful in obtaining foundation grants, being hired as consultants, and writing books and articles for publication. Although WISR alumni have sometimes been hired for faculty-time faculty positions in large, accredited institutions (e.g., San Francisco State, University of California, Morris Brown University), and many have obtained part-time positions in such institutions, it is well documented that many college and university hiring committees will not consider applicants holding unaccredited degrees.

○ WISR'S FINANCIAL INTEGRITY: WISR has never had a pending petition in bankruptcy, is not operating as a debtor in possession, has never filed a petition for bankruptcy, and has never had a petition in bankruptcy filed against it that resulted in reorganization under Chapter 11 of the US Bankruptcy Code.

○ The State requires that we remind students that: if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

○ ACCESS TO WISR'S ANNUAL REPORTS TO THE STATE: State of California's Bureau for Private Postsecondary Education (BPPE) is making the annual reports of all approved* [*under current State law, Approved" means, "approval to operate" which means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter )] institutions, including WISR, available on the State's website at: https://www.dca.ca.gov/webapps/bppe/annual_report.php

○ **WISR's 2017 Annual Report to State Bureau of Private Postsecondary Education can be accessed here.**

## IF NECESSARY, YOU HAVE THE RIGHT TO CONTACT THE STATE OVERSIGHT AGENCY.

*Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite225, Sacramento, CA 95834, or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, Telephone (888) 370-7589, or by fax (916) 263-1897.*

*A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.*

## Other Documents of Interest . . .

**WISR's 2017 Annual Report to State Bureau of Private Postsecondary Education can be accessed here.**

**School Performance Fact Sheets for 2019**

**MS program in Education and Community Leadership SPFS**

**MS program in Psychology/MFT SPFS**

**Doctoral program in Higher Education and Social Change SPFS**

**BS in Community Leadership and Justice SPFS (since discontinued)**

# FREQUENTLY ASKED QUESTIONS

## Can I receive Academic Credit at WISR for Prior Life and Learning Experiences?

No. WISR does not simply give credit for prior life experiences. However, WISR will accept as transfer credit, up to 30 semester units from prior experiential learning and nationally recognized exams, combined.

Virtually all of our students come to WISR with a rich background of significant life experiences which have involved considerable learning. *WISR gives academic credit for the additional learning that happens while a student is enrolled at WISR.* However, for this reason, **students often do get academic credit at WISR for writing papers involving further critical reflection and analysis of previous experiences they have had.** Such papers often address questions like, what are the main insights and theories that I have developed in my areas of involvement, how did I come to these insights, what are the important problems and questions to address in the future, and how can others benefit from and use what I have learned? Indeed, we actively encourage to undertake such projects for academic credit at WISR, in order to become more conscious of and better able to articulate the knowledge that one has developed in areas of expertise and experience, over the years.

## How Long Does It Take to Complete a Degree at WISR?

**Since WISR's programs are individualized and self-paced, this depends a lot on each student**, and his or her learning style and other involvements. Most all students at WISR are very busy adults with significant work, family and personal commitments. **WISR students tend to complete studies in a timely fashion, but many choose to move at a gradual pace over a number of years. Regardless of the pace that a student chooses to move at, they receive lots of faculty support and guidance to help them finish as soon as possible, but WISR is not a route to a quick and "easy" degree. Here are some broad guidelines. The descriptions for each degree program list the "estimated maximum time" for each program, but these are only estimates.**

It is the case with all of our degree programs, students proceed at a pace comfortable to them, and with lots of faculty support and assistance. In addition, faculty review student progress every six months, and students are expected to meet with faculty individually twice each month, and faculty are available to meet more often, when requested to do so.

## How Big and Difficult are WISR Dissertations?–I've Heard Such Bad Stories from People Who Have Had to do Dissertations at various institutions.

WISR students receive lots of faculty support for all their projects, including the dissertation. There is no cut-and-dried answer to the question of how many pages they are. Most dissertations at WISR are in the range of around 150 to 200 pages. Some are slightly less, and a number are quite a bit longer.

We try to help students design dissertations that will be very meaningful to them personally, and of some practical use and importance to others. We work with students to help them to design dissertations (as well as Master theses) that will build bridges to the next significant thing(s) they want to be involved in or want to accomplish. Sometimes dissertations are designed to be books or handbooks or manuals that students want to write to share their knowledge, experiences and insights with others.

We always want our students to pursue and examine several questions that are important to them (and usually to others) and to which they don't yet have the "answers." We also don't expect that the dissertation will necessarily lead to definitive answers to those questions but perhaps that they will at least provide new insights or even new questions that will pertain to those questions.

Also, we help students to break their dissertation into manageable "chunks" or chapters, so that even though they may not have written such a long document before, they can do it 20 to 30 pages at a time, in a sequence that seems meaningful and manageable. We are more concerned with substance than form and encourage and support students to write in their own voice, rather than using what a colleague of mine referred to as "academic monkey talk.

## How Long Are other Papers at WISR?

Papers at WISR do vary enormously in length–some as short as two or three pages, and some as long as 70 pages (!). Most WISR courses are for 5 semester units of credit, and papers for these courses tend to be 10 to 25 pages in length (papers for MS program courses may tend to be shorter than papers for doctoral level courses, for example). In addition, students write a number of short, reflective papers on the course modules and self-assessments of their learning. Some MFT program courses are for less than 5 semester units and these papers tend to be around 10 pages in length, or sometimes shorter. Independent study projects may sometimes be negotiated for more than 5 semester units, and these papers may be quite long 40 or more pages in length. WISR faculty have observed that oftentimes students want to write more than is required or expected, because they have a lot of say, or investigate, about the projects which are very important to them, and to their future.

We don't want students to "pad" their papers to make them look long, but instead WISR faculty work supportively with students in giving them guidance on how they communicate their ideas, their learning process, and the substantive content with which they are engaged. We encourage students to express their own criticisms, insights and questions. Furthermore, we often ask students to make their general insights and conclusions more tangible by telling stories and giving examples that make their knowledge more real and useful to others. Faculty are able to give students suggestions that help them to do meaningful expansions of their drafts–for example, but directing them to points that could use elaboration, or specific areas that could be added, or oftentimes, by giving illustrative and supportive examples of some of their main points. Faculty work with students to help them write their papers, so that the writing process is a positive learning experience and results in papers that students can often use in their future work or community efforts. All in all, the important thing is to make the project, and the paper, a length that grows out of each student's purposes for what she or he wants to learn and accomplish with that project.

## What Kinds of Jobs can I get with a WISR, California State-licensed degree? And, what are the risks of an unaccredited degree like this?

**All prospective students should understand that WISR's degree is unaccredited but State licensed, and that this results in risks for some prospective students but not others.** For this reason, we alert all prospective students to the strengths and limitations of WISR's State approved degree. **Furthermore, as recent economic times have shown, students are advised to never believe that an academic degree will guarantee them a job, and whether or not it increases their chances for a job depends on many variables.** *However, over the decades, our students have been very, very successful in using their WISR degrees for employment in non-profit agencies and also in setting up their own consulting practices, and in many cases, also in pursuing occasional grants and outside funding.*

*In particular, we caution prospective students that in many cases, public agencies (Federal, State, and local) are not interested in receiving applications from people who hold unaccredited degrees.* Specifically, a degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. We want all prospective students to know that in this area of employment, having a State licensed degree is likely to be a liability in many cases, at least.

*Furthermore, in terms of doing more advanced graduate study in the future at an accredited institution, or in seeking a faculty position at an accredited college or university, there is definitely some risk, although in our experience, some of our alumni have been admitted to accredited graduate schools, and more than a few have been employed as faculty in accredited institutions.* Most of our alumni so employed have held part-time positions, many of them in community colleges. Several of our PhD alumni have obtained full-time, tenure track positions in accredited universities. Other things being equal, our alumni are at a disadvantage when applying for graduate study or faculty positions in a traditional, accredited institution, partly just because "WISR" doesn't have "big name recognition." In our experience a lot depends on the particular attitudes of the particular faculty making decisions in a particular department, in a particular institution during a particular year. It is hard to generalize, but clearly a WISR alumnus is likely to be at a disadvantage unless he or she is being evaluated by a fairly progressive group of faculty.

**We have one Master's degree program option that is approved to meet the academic requirement for the California MFT license, as well as for the new LPCC license, and for these purposes, it has equal status with accredited degrees.** Over the years, our MFT alumni have performed exceedingly well on the State MFT licensing exams, and they have usually been very successful in their professional practices. Nevertheless, **those prospective students contemplating moving out of State should learn about the reciprocity laws and arrangements with California.** Generally speaking, those who are interested in practicing as a counselor in another state will find that their odds of being able to do so increases dramatically if they first get the California license and then move, rather than trying to use their WISR MS degree in another state without first getting the California license. Nevertheless, a bit over 10 years ago, one of our alumni obtained her Colorado, and then her Arizona, license without first obtaining the California license. We do not know whether or not this would still be the case.

In addition to distinctive, self-defined career paths by WISR students, WISR has identified the following job classifications, using the United States Department of Labor's Standard Occupational Classification System, at the Detailed Occupation (six-digit) level, in which WISR graduates may be gainfully employed:

25-1081 Education Teachers, Postsecondary
21-1013 Marriage and Family Therapists
21-1093 Social and Human Service Assistants
21-1099 Community and Social Service Specialists, All Other
11-9033 Education Administrators, Postsecondary
11-9039 Education Administrators, All Other
11-9151 Social and Community Service Managers

## So, what do WISR students find to be the Most Valuable Benefit of pursuing a WISR degree, in terms of their Future Lives?

To a large extent, **WISR's history is indeed the stories of our students successfully building bridges to the significant things they next want to do in their lives–whether it be changing careers, pursuing advancement in one's existing career, becoming more capable and more meaningfully engaged in one's existing job or career niche, and/or making contributions to others and to the larger community as an unpaid expert drawing on one' professional knowledge, skill and talents.**

**Our alumni have used their academic projects at WISR to network with professionals and community groups, to create new programs and even new agencies, to carve out distinctive and well-recognized specializations and consulting practices, and to obtain professional positions that carry significant and meaningful responsibilities. In sum, our alumni have generally been very, very satisfied with how well they have been able to use the combination of their WISR learning and their WISR State licensed degree to accomplish their goals, and indeed, to do more than they even aimed to do when they first enrolled at WISR. Prospective students are encouraged to ask for names and contact information for current students and alumni, so they may discuss with these WISR learners the experiences they have had. In addition, WISR regularly surveys its students and alumni regarding their satisfaction with WISR and their experiences in finding meaningful jobs and/or in pursuing community leadership activities. The results of these studies are posted on our web page welcoming those new to WISR.**

# TRANSFER OF ACADEMIC CREDIT

## Transfer to WISR of Academic Credit Received from Other Institutions

**WISR will only accept transfer credit from accredited institutions, and further, entering MS students must possess an accredited Bachelor's Degree, and that entering EdD students must hold an accredited Master's degree or 30 semester units of graduate study at an accredited institution, and demonstrate the ability to make creative scholarly and/or action-oriented leadership contributions during their studies.**

**Foreign students must have their transcripts evaluated by an agency that is a member of one of the following two associations:**
○     **NAECS**
○     **AICE**

**For WISR's MFT program, students who have completed (accredited only) academic work which clearly meets State guidelines *and* WISR's descriptions of the core courses required for WISR's MFT MS in Psychology option may then receive up to 12 semester units of transfer credit.**

For WISR's MFT program, students who have completed academic work which clearly meets State guidelines *and* WISR's descriptions of the core courses required for WISR's MFT MS in Psychology option may then receive up to 12 semester units of transfer credit. Courses transferred for students entering the MFT program are evaluated by WISR's President or Chief Academic Officer, sometimes in consultation with licensed MFT's on WISR's faculty, to make certain that the course titles/descriptions closely parallel State guidelines, as well as WISR's descriptions for core MFT courses.

**In other graduate programs at WISR**, each student's prior graduate study is taken into careful account, in planning out her or his program of study, in order to build on the student's strengths and avoid duplication of efforts. Some graduate course work is accepted for transfer in such cases. Credit is accepted for transfer only if it is determined, after examining the student's transcript(s) and/or samples of the student's academic work, that the work to be accepted for transfer credit is 1) relevant to the degree program into which they are transferring and comparable in substance and quality to work expected at WISR Some graduate course work is accepted for transfer in such cases. At the request of the prospective student, the President and/or the Chief Academic Officer, often in consultation with a subcommittee of WISR's faculty, evaluates the student request for transfer of credit, based on the student's transcript and other relevant evidence, such as course syllabi and/or samples of the student's academic work.

**No more than 9 units of doctoral level credit (only from accredited institutions) may be transferred toward Doctoral studies at WISR, and no more than 6 semester units (only from accredited institutions) may be transferred toward the MS in Education and Community Leadership**.

# ABOUT THIS CATALOGUE

**This catalogue is available online at www.wisr.edu under the navigation tab "catalogue."**

**WISR no longer routinely prints a hard copy catalogue.** All current, relevant information about WISR is available on our website: **www.wisr.edu**. Furthermore, this website will be updated regularly, and especially whenever there are any major, substantive changes in WISR's academic offerings, degree requirements and procedures, admissions requirements and procedures, and any other important new information, such as State-mandated disclosures.

However, for the convenience of those who would like to see the major online content organized in a catalogue format, **we have made an electronic catalogue available in pdf format.** Furthermore, **anyone who would like a hard copy of that electronic catalogue may request it, by sending a check for $10 and a snail mail letter to: WISR, attention: catalogue request— 2930 Shattuck Ave., Suite 300, Berkeley, CA 94705.** *Any person wishing to enroll may request a free, hard copy of the catalog, as well.*

<u>**Catalogue Dates:**</u> **May 1, 2021 – December 31, 2021.** This catalogue was last updated May 1, 2021 and will be in force until December 31, 2021, unless there is a substantive change to add before then, in which case the catalog will be updated at that time.

John Bilorusky, PhD, WISR President

Marcia Campos, MA, WISR Board Chair

# HOW TO CONTACT US

**Anyone having questions about WISR, or wishing to discuss matters pertaining to their possible interest in one of WISR programs are strongly encouraged to call us at (510) 655-2830, or better, to request a meeting or phone conference, contact us by e-mail: mail@wisr.edu**

**WISR**
**2930 Shattuck Ave., Suite 300**
**Berkeley, CA 94705**

# APPENDIX:

# WISR's Mission and the "Bigger Picture" –Past, Present and Future

WISR was founded in 1975 by four educators, including WISR's current President, Dr. John Bilorusky. In founding WISR, all were engaged in considerable inquiry, reflection and discussion–among themselves and others–about the state of American higher education, and its limitations. **WISR was founded as a modest but very conscious and pointed attempt to provide a needed model for higher education–a model incorporating a few key ingredients,** *in combination with one another,* **and seldom found among existing academic institutions. Those key ingredients were: personalized, learner-centered education, multiculturalism in a multicultural learning community, a pervasive commitment to action-oriented inquiry, combining theory and practice and synthesizing the best of professional study and liberal education, strong community-involvement, and a conscious and non-doctrinaire concern with social change and social justice.**

In addition, WISR was founded with the mission that it could serve as both **A Center and a Model for Experimentation in Higher Education.** WISR's founders realized that there were not many places in 1975 (nor are there today 40 years later) where faculty could come together with one another, and join with students, in trying out new, promising approaches to higher learning. Over the years, WISR has realized one portion of its mission—to provide a creative and supportive learning environment for faculty development and student learning—a place where faculty can come together, consciously experiment and collaborate in further developing their own skills in learner-centered, multicultural and socially responsible approaches to higher education. To a lesser extent has WISR yet achieved the visibility to be a model for others, but that remains a purpose and agenda for WISR's future.

Over the past 40 years, WISR faculty have continued to inquire into, reflect on and discuss the state of American higher education and the bigger picture of the society in which we live, and their hopes for the future. WISR faculty have these discussions as a matter of everyday practice with one another, with WISR students and alumni, and with the WISR Board of Trustees.

Our efforts to experiment in the creation of a worthwhile alternative model for higher education have been especially mindful of the importance of improving professional education in fields related to education, counseling psychology, community services and leadership, while making this education also available to people with grassroots community involvements. In this pursuit, **we have been willing to develop, try out and carefully evaluate distinctive methods, while also building on the best of long-standing traditions**—such as the intensity of inquiry, mentoring, and collegial discourse in the Oxford model, as well as the practical professionalism of

land grant colleges and the grassroots orientation of continuing education/community education movements.

**The following discussion paper, written by WISR President, John Bilorusky, is a result of some of our latest thinking at WISR, and an outgrowth of our continuing reflection, inquiry and dialogue at WISR about WISR's mission and role in American Higher Education today.**

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**Thinking about WISR's Curriculum and Mission in relation to the "Bigger Picture" of American Higher Education and Today's Society—Historically, and with Regard to Today's Society and Professions, and to Hopes and Possibilities for the Future** by John Bilorusky, PhD, WISR President (April 2015)

As a PhD student in the field of higher education in the late 60s and early 70s, I learned that **very seldom are faculty, administrators, accreditation agency staff, or public policy-makers aware of the forces that have shaped, and continue to shape, the form and content of college curriculum.** The renown historian of American higher education, Laurence Veysey, wrote in great detail and with thoroughly examined evidence how American higher education, from the 1700s to the mid-twentieth century, had come to be a sometime awkward combination of the themes of mental discipline, liberal culture, the ideal of the Land Grant College, and the German University. So, for example, our current structure of academic departments reflects, on the one hand, the tradition of the ideals of the Land Grant colleges, with practical areas of study and schools (e.g., business, agriculture, engineering, education, and computer science), and on the other hand, the academic departments aspiring to the research ideals of the German university (physics, biology, psychology, sociology, French literature, music theory). Certainly, there is some cross-fertilization among these departments, but **the very structure of most curricula discourages the kind of wide-ranging and imaginative interdisciplinary collaboration that is characteristic of cutting-edge inquiry in the sciences today**. For example, Richard Hazen in his book, *Gen-e-sis,* describes the realities of research today into the origins of life on earth as a series of inquiry without disciplinary boundaries, with astronomers, geologists, biologists, and others engage in studies, debate and collaboration that creates geo-astro-biologists—people whose inquiries *are guided by the purposes, curiosities, passions and interests rather than by their original fields of study or allegiances to specific disciplines.*

*In other words, some of the most significant learning and inquiry happens outside of the boundaries of institutional structures within academia, and outside the conceptual frames of the courses offered by those institutions. Arguably, the most creative areas of study can be referred to (using a term once used by the State of California agency approving degree programs) as "non-traditional, emerging fields." In this sense, WISR's field of "higher education and social change" is such an area of study, as is our major in "Community Leadership and Justice."*

**WISR faculty member, Dr. Torry Dickinson, has aptly noted that Higher education at the Western Institute for Social Research also builds on the democratic tradition of informal community education and research that was funded by the Smith-Lever Act of 1914. The**

**Cooperative Extension Service at land-grant universities, and at tribal colleges, supported communities that engaged in democratic discussions, research, program development, and social-change initiatives. The community-based internationally-renown educator Paulo Freire continued this tradition of participatory practice in the last half of the 20th century.** Working with circles of learners, Freire helped to transform Brazil and the world with community-based democratic education. Later, he connected with organizations like the Highlander Folk School, which has facilitated democratic learning and social change since the Great Depression of the 1930s. The Western Institute for Social Research is a credit-granting, degree-granting undergraduate and graduate school that utilizes individualized, collaborative and community-defined participatory research to prepare students for professional work and community engagement.

Furthermore, WISR provides one of a number of sustained critiques and reformulations of the relationships between what have come to be called disciplines. Through its and others' sustained analysis of the academic limitations that come from the separation of disciplines, WISR has emerged at the forefront of interdisciplinary analysis as it relates to understanding 21st century professional education and social change, and to promoting community-based and global change. Learning at WISR addresses the limitations of generating and applying knowledge through specialized disciplines, conceptual divisions that are relatively new in human history, and are no more than 150 years old. In the past, knowledge was examined and developed as part of one integrated whole. The creation of the US university brought the institutionalization of separate academic specialties or departments. Influenced by colonialist ideas of the world, these micro-disciplines became grouped in three clusters which few scholarly organizations have successfully interrelated at the level of curriculum: the so-called humanities (including history), the social sciences, and the natural sciences. In the 1960s and 1970s, new holistic academic and community scholarship called for the creation of knowledge that came from all areas of inquiry. With the move toward the integration of what had been seen as disciplines, the latest wave of academic growth has brought interdisciplinary programs and schools like the Western Institute for Social Research.

The Western Institute for Social Research joins, follows and helps lead other interdisciplinary, and uni-disciplinary, scholars and academic organizations in promising endeavors to reunite the disciplines as part of a stronger, more rigorous and creative type of academic inquiry, especially as it relates to community-based and global social change. Related works of scholarship include Unthinking Social Science: The Limits of 19th Century Paradigms by Immanuel Wallerstein (2001) and Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences (1996). Both books call for the integrated development of knowledge from what has become known as the humanities, the social sciences and the sciences. At WISR, students learn how to do research and generate knowledge in an interdisciplinary or uni-disciplinary way, that is, in a unified way.

**None of this is to deny the existence or importance of existing professions and fields of study. People can pursue interdisciplinary study outside the boundaries of these fields and still make contributions to these conventionally defined professions and disciplines.** Just as the geo-astro-biologists alluded to by Richard Hazen, in his book, *Gen-e-sis*, may contribute to our understanding of geology, astronomy and/or biology, WISR students often contribute to such fields as community health, adult education, counseling psychology, social work and community

services, and others. More commonly, the contributions of our students are aimed at specific, important problems and questions (parallel to Hazen's guiding concern with learning about research problem of "what was involved in the origins of life on earth?"). WISR students may contribute to addressing such problems as that of foster youth aging out of the system, the predicament of cultures whose native language is at risk of becoming extinct, the unmet needs of people from disenfranchised communities for counseling or mental health services, how to nurture collaboration among somatic and verbal therapists both of whom are striving to find more effective approaches to trauma therapy, or how to empower and transform communities suffering the injustice of health disparities, to mention just a few very different and very important challenges.

**One main point here is that academic curricula may be improved in they are guided by the learning of some basic, foundational "meta-competencies"** that include and also transcend the more limited conventional definitions of mainstream professional competencies. This is similar to the well-acknowledged points made by Thomas S. Kuhn in his modern classic, *The Structure of Scientific Revolutions,* that science progresses when a new paradigm (or new theory embraced by the scientific community) is formulated to go beyond the limitations of the existing paradigm and its narrow-sighted assumptions about inquiry and knowledge, while still incorporating the valuable insights and ideas of the limited, conventional paradigm.

At WISR, we currently formulate these meta-competencies to include: capabilities to think, reason and imagine, to communicate well and in one's own voice, to pursue thorough-going and highly inquisitive action-oriented research, to develop skills of leadership that are mindful of the immediate problems and the "bigger picture," to have an awareness of the multicultural, as well as ecological and sustainable, implications and perspectives needed for effective and just actions, and **to be self-directing learners able to envision and build bridges to endeavors that may create a better future rather than unthinkingly conforming to existing options.**

Such a curriculum will have some structure and some required content—aimed partly to nurture the development of these meta-competencies and aimed partly to engage students in studying the content and methods relevant to their broad areas of interest and their more particular, chosen professional interests and specializations. This curriculum will be informed to some extent by the historical themes noted by Lawrence Veysey, but *because WISR's curriculum is looking to create a better future, a better tomorrow, it will not neatly conform to the content of existing professions and disciplines, anymore than the current study of the origins of life on earth conforms to the curricula of specific departments of biology, astronomy and geology.*

*WISR will draw on knowledge from existing fields and professions, but will also educate students to go beyond the boundaries of those fields—in ways not unlike Thomas Kuhn's (see his book: The Structure of Scientific Revolutions) analysis of how scientific revolutions involve asking questions, studying problems and looking for data not acknowledged or legitimized by the practitioners of "normal science." And, as a necessary part of this process of study, WISR faculty will mentor and guide students to see, and pursue, their potential as people who can share instructive stories and write important ideas in their own voice, as builders of knowledge, and as creators of innovative action and programs for a new tomorrow.*

Before concluding with a few important observations about higher learning today in the US, I would like to reiterate briefly some of the valuable insights of that especially important book on the history of American higher education that I read as a graduate student: *The Emergence of the American* University by Laurence Veysey.

Veysey suggests that higher education (at least in the middle of the 20th century) in the US was a (sometimes, or even often, awkward) amalgam of four themes:

1.      The theme of "mental discipline" (the rigid learning by rote found in many private, fundamentalist, church-affiliated colleges).

2.      The theme of "liberal culture" (the liberal arts tradition of many elite private colleges that embraced enlightenment philosophy of the 17th/18th century)

3.      The theme of "utilitarianism" as embodied in the Land Grant colleges.

4.      The theme of research and development of knowledge is specialized fields of study as embodied in the German university of the 19th century industrial revolution.

I suppose if we were to update Veysey's work we have to say something about the emphasis on technology and information systems of the post-industrial society and certification for employment in the so-called "meritocracy" of the late 20th century and the 21st century. This emphasis is seen in many colleges and universities, but especially in for-profit online universities that enroll large masses of students.

Each of Veysey's four themes had some valuable qualities as well as some significant problems, especially when practiced or implemented to an extreme. Mental discipline is not a completely bad thing, but taken to any extreme and without a concern for "meaning" (as emphasized sometimes in enlightened study in the liberal arts, in practical pursuits or in the development of new knowledge) it's pretty hollow. Liberal culture can lead to expanding one's horizons and the profoundly valuable learning using the humanities and arts to become more fully "human," as alluded to by those who today note the over-emphasis on narrow career education, but it also can be elitist or just "for show" and hollow, as well. Utilitarianism can be a very good thing–but practiced without a sense of meaning, without a sense of developing new knowledge or the personal meaning sometimes discovered through the liberal arts/culture–it can be narrow. Indeed, utilitarianism, as embodied in the mid-nineteenth century Morrill Act that created the by the Land Grant colleges, can even be damaging–just as the practical use of technology can destroy the environment, or the practical use of social work strategies can sometimes disempower the people supposedly served. The development of new knowledge can be a good thing, but the specialization that was functional for a while, at least during a portion of the industrial revolution, has shown itself to be especially limiting when it thwarts interdisciplinary study and insights into the bigger picture of the topics under study–whether we are inquiring about the origins of life on earth, the origins of the universe, global warming, or the causes of violence in our society. None of these important topics are best understood using the organizational arrangements in today's academic institutions (e.g., the traditional department structure of universities) who are still, in many ways, mimicking the 19th century German university.

Certainly, the emphasis on technology and on the knowledge industry of the post-industrial era is an important topic not to be ignored, and one that can result in powerful impact for better, or for worse, in the society–but again, without an awareness of the MEANING AND "BIGGER PICTURE" implications of the new information technology and the widening income disparities in our society, there is a tendency to worship the new information technology as though it is a new religion–not unlike the way in which the industrial era put "old school" science and technology on a pedestal, resulting in critiques in books like C.P. Snow's *Two Cultures*.

**This over-emphasis on certification for employment uses colleges and universities to legitimize the false and misleading ideology that our society is based on a fair-minded, level-playing field meritocracy rather than a runaway controlling, oligarchy.** Certification is not at all about "education"–it uses the guise of education to suggest that the certification awarded by "educational" institutions leads to a fair and rational basis for awarding financial benefits to the 99+% in the society. "Education" that prepares people to assume jobs, even high-paying jobs, without preparing them to lead critically-minded, inquisitive lives as active citizens, leads to a class of disempowered, poorly informed, disposable indentured servants, many of whom are drowning in student loan debt. This is not just a problem for the individuals seeking education, career development and employment, it becomes a problem for all of us.

**Arguably, the most competent professionals are those who are also leading happy and personally fulfilling lives.** Unhappy, overworked, disengaged, alienated people do not perform their work responsibilities as well those who find meaning, both in their jobs and outside of their work. Furthermore, unhappy, disengaged people are often less engaged in their civic responsibilities, or they make the decisions as citizens that all of us are prone to make when we are desperately looking for a way out of our predicament.

Of Veysey's four themes, "liberal culture" is the theme least co-opted and least corrupted by the more recent themes of information technology and certification. However, the cheerleaders for these more recent trends focusing on technology and certification sometimes attempt to discredit, or at least disregard, the value of "liberal culture." Returning to an emphasis on liberal culture, primarily, is not a viable option, either. All too seldom does someone step forward and remind us that certification and slavish, uncritical devotion to information technology has little to do with truly practical problem-solving, or truly insightful development of new knowledge, and indeed, they often don't even require the mental discipline advocated by the most zealous early religious teachers. However, they do give the illusion of being practical, disciplined, and concerned with "new" knowledge, and so they have formed convenient partnerships with those who are most committed to those three of the four themes noted by Veysey.

The recent writing of Henry Giroux provides some excellent insights into the predicaments in which we find ourselves—in our society and in the unfulfilled potential of American education to contribute to individual and social transformation. Giroux notes: "This is evident not only in the rejection of science, evidence and reason as the foundation of an informed community, but also in the embrace of fundamentalist positions that pander to ignorance as a basis for shutting down dissent, mobilizing supporters and retooling American education as a business, a training site to initiate the young into a world where the corporate, financial and military elite decide their needs,

desires and future." [The New Extremism and Politics of Distraction in the Age of Austerity, Tuesday, 22 January 2013 10:32 By Henry A Giroux, Truthout | Op-Ed ] He goes on to say: "At stake here is not merely a call for reform, but a revolutionary ideal that enables people to hold power, participate in the process of governing and create genuine publics capable of translating private troubles and issues into public problems. . . . In this case, it is not enough to demand that people be provided with the right to participate in the experience of governing, but also educated in every aspect of what it means to live in a democracy. At the very least, this suggests an education that enables a working knowledge of citizen-based skills and the development of those capacities that encourage individuals to be self-reflective, develop a passion for public values and be willing to develop and defend those public spaces that lift ideas into the worldly space of the public realm. . . ."

As we at WISR continue to refine and improve our curriculum based on 40 years' experience in helping students to develop themselves further for creative and productive practice as socially responsible professionals, WISR's curriculum can build on the best aspects of the themes found in the history of American higher education. In addition, we must also be visionary in ways that support WISR's mission of the past 40 years, and in ways that provide hope that a creative synthesis can be achieved among themes, if they are practiced critically and judicially, with balance and wisdom.

**At WISR, we are committed to engaging in learning processes with our students that will enable them to become effective, expert professionals, and who are effective as professionals because they are also engaged citizens and community leaders, able to live personally meaningful and fulfilling lives. This means developing professionals who have a vision for both using the knowledge of their professions, while also going beyond the limitations and blind spots of their professions, to work for a better tomorrow for everyone.**

[THE END]