



OFFICIAL CATALOG

WESTERN INSTITUTE FOR SOCIAL RESEARCH

Last Revised: November 18, 2024

Next Review: June 30, 2025

OFFICIAL CATALOG:

WESTERN INSTITUTE FOR SOCIAL RESEARCH (WISR)

INTRODUCTION

A Private, Non-Profit, Accredited 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).

Accreditation: WISR is accredited by the Distance Education Learning Commission.

A Premier Academic Institute for Social Change Since 1975

1812 San Pedro Ave., Berkeley, CA 94707

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Onsite office and library appointments are held at:

1812 San Pedro Ave. (near Solano Ave.), Berkeley, CA 94707

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.

Catalog Dates: This catalog was last updated November 18, 2024, and will be in force until June 30, 2025, unless there is a substantive change to add before then, in which case the catalog will be updated at that time. WISR's online catalog 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 which includes meeting with faculty and students in advising sessions, seminars and study groups. All seminars and study groups are available to students from a distance by internet and phone access to video and audio conferences. 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.

Primary Staff: John Bilorusky, PhD, is the President, Brian Gerrard, PhD, is Academic Dean, Director of the EdD Program and the MS Program. Marilyn Jackson, PhD, is Administrative Dean, David Ross, EdD Candidate, is Quality Improvement Officer (QIO), Julian Tao, MS, is Finance Director and Coordinator of Academic Administration, Mark Wilson is Learning Experience Designer/Technologist (LxD). Ronald Mah, LMFT, PhD, is Co-Director of the MFT Program. Steven Pomerantz, EdD, LMFT (inactive), is Co-Director of the MFT program, Chair of the Institutional Research Board and Student Services Coordinator. Sheena Sattarpour, MS, LMFT, Executive Director of the WISR-Center for Child and Family Development (CCFD) and the Coordinator for the Oxford Symposium in School-Based Family Counseling (SBFC). Christine L. Tippet, MSW, LCSW, LMFT, is the Clinical Director of the Western Institute for Social Research-Center for Child and Family Development (CCFD).

Office Hours: Advance appointments must be made to meet with staff—whether by students, prospective students or other interested members of the community. Typically, such arrangements may be made within three days, or at most, one week. This includes meeting by phone, videoconference or students scheduling access to WISR’s onsite library.

WISR schedules office hours for the purpose of unannounced State visits on Tuesdays and Thursdays, beginning between 9 am and Noon, except for holidays such as Thanksgiving, Christmas and New Year’s. State officials are to call WISR’s phone (510-655-2830) and the cell phones of WISR’s three primary administrative officers (on file with the State) to make arrangements to meet them on site within one hour of contacting them immediately prior to or during the above noted office hours. This can be done with only one hour’s advance notice for visits beginning during the two, weekly office hour windows.

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
- Robert Brem, MA, MC, NCC
- Charles Greene, MBA, Treasurer of the Board

- Brian C. Harris, BA, Secretary of the Board
- Karen Young, EdD, MPH
- Nicole Dixon, MS
- Sajad Shakoor, MS

Non-voting members:

- John Bilorusky, PhD, President
- Sheena Sattarpour, MS, LMFT, Executive Director of the WISR-Center for Child and Family Development (CCFD) and the Coordinator for the Oxford Symposium in School-Based Family Counseling (SBFC)
- Amanda Cortez, MA, LMFT, Faculty Representative to the Board
- [Consumer Information Disclosures Form](#)
- [WISR's 2022 Annual Student Outcomes Assessment Report](#)

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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 \$9,600/year, which can be paid in installments of \$800/month.

Information about WISR’s financial integrity and legally required disclosures are found later in this catalog.

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 nearly 50 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 through the use of online courses as well as through internet and phone access to video and audio conferences for advising sessions, seminars and study groups.

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 46 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.

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, multiculturalism 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.

MISSION STATEMENT REVIEW

WISR'S MISSION STATEMENT

WISR provides community-involved adults with high-quality, affordable, personalized, learner-centered online graduate education and degrees in a collaborative, multicultural learning community with a commitment to community education and to being a model for improvements in higher education. WISR has an emphasis on action-oriented inquiry that combines theory and practice to achieve community improvement, educational innovation, and social justice.

ONGOING REVIEW OF WISR'S MISSION STATEMENT

WISR seeks and attracts students, faculty, and staff who share commitment to its mission and its values and how and what they represent for potential change and betterment in the world. WISR's learning community members embrace these values because they are important, intrinsic, and pervasive in guiding what we collectively do and are.

It is our policy to continuously review in our primary working groups at WISR (Board of Trustees, Faculty, Administrative Executive Committee, and Academic Advisory Committee) the mission statement to maintain and/or enhance alignment with our fundamental intentions and values. In addition, each working group conducts a formal Mission Statement Review every Spring.

The fundamental questions we are inviting are:

- "In our policies, procedures, operations, and decision-making are we in alignment with our Mission and values?"
- "And if we perceive that we could create even greater alignment with our mission and values, what might that look like?"

As a mission-driven organization, we continuously re-examine our actions, in light of our mission.

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

ORIENTATION COURSE AND THE GUIDE TO WISR'S ONLINE COURSES: LEARNING THE WISR WAY

We have designed an introductory course on “Learning the WISR Way” to prepare new students to make the most of their WISR learning experience. This course is required of WISR students in our EdD program and in the MS program in Education and Community Leadership. Because the extremely extensive requirements for the MS program in Psychology/MFT, this course is not required for MFT students, but those students are strongly encouraged to do the required readings for the course, and then discuss with faculty the contents of these readings and the implications for their learning at WISR.

In addition, all entering students are oriented to WISR curriculum by reviewing and discussing with faculty, the Guide to WISR's Online Courses: <https://sites.google.com/wisr.edu/guide-to-wisrs-online-courses/home>. All of this 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.

TO LEARN MORE ABOUT WISR . . .

We invite those interested in learning more about WISR's distinctive qualities to contact us. First, you will have a consultation with WISR's President or the Academic Dean. Then, you will be given contact information to set up meetings with current students, recent graduates and faculty, and you will be invited to set in on one or more seminars, all of which are available by zoom. After this, you will be expected to have one or more follow-up meetings with WISR's President and/or Academic Dean. Our goal is to enable you to determine whether or not one of WISR's programs is likely to 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 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 that 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 eight 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 oversight agencies.

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

For more details about our online curriculum, go to: <https://sites.google.com/wisr.edu/guide-to-wisrs-online-courses/home>

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:

- First and foremost, meeting regularly, one-on-one with a faculty advisor/mentor (at least once every two weeks, and more when requested or needed).
- Guidance from clearly articulated course learning outcomes, and degree program learning outcomes.
- For five-unit courses, at least 10 courses modules, with reading (and sometimes video) assignments for each module, involving approximately 3 hours of reading, and another 3 hours of study, followed by a short (one to two-page) "take-home exam" writing assignment discussing the student's learning in relation to the interests and to course module's learning outcomes. This is followed by making a post on WISR's online forum, along with a reply to another student's post.
- Oftentimes, an overview book to read, with a short paper (several pages) discussing insights from the book related to course or module learning outcomes.
- For 4- or 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.
- Note: 3-unit courses typically have only six or seven course modules, and do not require an action-research lab, nor the reading of a text and a term paper.

- 10 hours of collaboration with other students, primarily, in WISR seminars (all of which are recorded for later viewing if the student misses a seminar), along with the option of doing several hours of informal collaboration with fellow students, or added participation in the online forum, or viewing of previously recorded seminars.
- Some end of course “take home exam” essays—including a reflective self-assessments of one’s learning and activities in the course, the production of an annotated bibliography, and a written, reflective evaluation of how the student addressed course and program learning outcomes.
- An end of course oral exam conducted by 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 monthly 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 written review of the student’s written papers and completed course assignments. 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 “take home exam” essays, 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.]

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 who 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.”

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

Since 1975, 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 people.

OPPORTUNITIES FOR STUDENTS TO COLLABORATE

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 credit hours 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 ten 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.

For interested students, WISR faculty often conduct seminars, 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 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 working 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

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!"

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

Your Cannabis CBD:THC Ratio: A Guide to Precision Dosing for Health and Wellness (2020) <https://www.edrosenthal.com/edrosenthalstore/your-cannabis-cbdthc-ratio>

The Cannabis Health Index: Combining the Science of Medical Marijuana with Mindfulness Techniques to Treat Over 200 Chronic Symptoms and Diseases (2022) <https://amzn.to/3LRyP65>

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 10 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. 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 also worked for Center for Elders Independence as a psychiatric social worker for over five years. 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.

Ms. Scott is currently employed with Roots Community Health as a Clinical Supervisor. Ms. Scott provides direct service to general clinic patients and member of the community who were formerly incarcerated. As a clinical supervisor Ms. Scott provides clinical oversight to interns and BBS registered associates seeking licensure. 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 also has a private practice located in downtown Berkeley.

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. (Deceased), 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.

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've worked in my county's behavioral health division for five years and now, license in hand, am entering private practice."

Suzie Rudloff, MFT Alumna. 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."

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 firsthand connections, with peers in different countries will grow up developing a critical awareness of their interconnectedness to other people and places around the world.

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 do not suggest, implicitly or explicitly, that they are speaking on behalf of the institution.

WISR 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 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 orientation.
- 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.

LEARNING ABOUT WISR

IS WISR RIGHT FOR YOU?

Beyond the in-depth conversation(s) with the WISR President, each prospective student will be given information on how they can get in touch with recent graduates and faculty or alumni, so they can 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 participate in one or more seminars held by video conference.

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.

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 within their current career, or volunteer community work. Our students often use 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 students and 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, often to do more than they even aimed to do when they first enrolled at WISR. Please contact WISR's President or other 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!

WISR continues to build on its nearly 50-year 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.

RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

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 toll-free or by completing a complaint form which can be obtained on the Bureau's internet website at www.bppe.ca.gov.

Students have the right to withdraw or take leaves of absence from their degree programs at any time, as described in the catalog. Students have the right when communicating with their instructors and administrative staff to expect a response within 72 hours, and usually sooner. Students with disabilities have the right to reasonable accommodations under federal, state, and local laws, and based on the accommodations that WISR indicates can be accommodated when the student first enrolls.

Students may see the Catalog on WISR's website, at www.wisr.edu or contact the Student Services Coordinator (steven.pomerantz@wisr.edu), or the President (johnb@wisr.edu) with any questions. Each student is subject to federal, state, and local laws, and all rules and regulations of WISR. Violations of published laws, rules and regulations may result in disciplinary action as described in the WISR Catalog.

RIGHTS, RESPONSIBILITIES AND OBLIGATIONS OF WISR

Western Institute for Social Research
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Berkeley, CA 94707
(510) 655-2830
Web: <http://www.wisr.edu/>

Western Institute for Social Research is dedicated to maintaining an environment which fosters student success. WISR does its best to protect the rights of students, as described in the WISR Catalog, and expects all students to act responsibly. WISR faculty read and respond to student papers in a timely fashion, and are available to schedule appointments with each student, upon request by the student.

WISR is responsible for providing accommodations for students with disabilities, protecting student privacy under FERPA, and for complying with all other federal, state, and local laws and regulations. WISR is an equal access/equal opportunity college in education and employment. Attendance at the WISR is a privilege, and WISR reserves the right to establish rules and regulations to promote its mission and protect its interests.

REQUIRED DISCLAIMERS

WISR'S STATE LICENSED, ACCREDITED DEGREES AND REGARDING WISR'S FINANCIAL INTEGRITY

WISR is accredited by the Distance Education Accrediting Commission.

WISR's degree programs are also 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.

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 ACCREDITED 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 WISR and its programs are nationally accredited and have been State Approved since 1977, and despite 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**. 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.

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.

REMINDER FROM THE STATE OF CALIFORNIA: LOANS

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.

Even though WISR, and WISR students, are not eligible for Federal Financial Aid or loans guaranteed by the Federal or State government, we are required to inform our students of the following: If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan. (2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

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/annualreport.php>

WISR's 2022 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., Suite 225, 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.

REPORT ON STUDENT PROGRESS AND COMPLETION RATES

The following data which has been submitted to the BPPE also appears on our website at the following links:

[WISR's 2022 Annual Student Outcomes Assessment Report](#)

FREQUENTLY ASKED QUESTIONS

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, or more often, when requested by students.

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 hours 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 credit hours 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 credit hours, 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 degree?

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's 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.

GOVERNING BODIES, LEADERSHIP TEAM, FACULTY AND STAFF

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 some Board members have served for at least 10 years. The Board receives the benefit of varied perspectives from its members—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. Three members of the Board are WISR alumni. Other members of the Board bring relevant professional and community perspectives. WISR's Board benefits from invaluable input by seven voting members plus three non-voting members: a faculty representative, WISR's President, who was also a co-founder of WISR, and the Executive Director of WISR's Center for Child and Family Development (CCFD).

MEMBERS OF THE BOARD OF TRUSTEES

MARCIA CAMPOS, MA, is Chair of WISR's Board of Trustees. 1980-1985: Enrolled, Political Sciences Doctorate Program U.N.A.M. - Universidad Nacional 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. 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."

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. Chuck Greene is the 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, Executive Director of the Volunteer Center of San Francisco, 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.

BRIAN C. HARRIS is Secretary of the Board. BA Politics and Philosophy, York University, England, 1976. Mr. Harris immigrated to the United States in 1979. He has managed Paradigm Promotions LLC, a Public Relations and Sales Management company, since he founded the company in 1986. Paradigm Promotions has contributed to the growth and success of a myriad of emerging and established businesses. Among many accomplishments, Paradigm brought the concepts and analysis of emotional intelligence to the fore in the wake of the Columbine HS massacre in 1999. They were promoters of the public television program Kanga Roddy, which applied the concepts of emotional intelligence, empathy and non-violent resolution to resolve the most complex of challenges and moral dilemmas. The highly rated show entertained millions of children throughout the United States, through song and dance, between 1998 and 2000. From 2010, Mr. Harris founded the Zero Net Energy Working Group to promote solutions to energy use in building and construction. In 2017, ZNEWG secured unanimous passage of the landmark Berkeley Deep Green Building Initiative through the City Council.

ROBERT BREM, MA, MC, NCC, 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).

NICOLE DIXON, MS in Psychology/MFT, WISR, 2022. BA, Social Welfare with honors, University of California, Berkeley. AA, Psychology and Sociology with highest honors, Berkeley City College. Nicole is a WISR alumna whose Master’s thesis researched, “In What Ways Might High Expectations for Academic Performance Negatively Impact the Development of a Positive Sense of Self among Youth?” As a student at WISR, she has been active in facilitating collaborative relationships and a study group among MFT students. Her practicum was with WISR’s Center for Child and Family Development providing therapy for low-income students in San Francisco’s Mission district, and their families. Before coming to WISR, during her undergraduate studies, she interned with Berkeley City Councilmember, Kate Harrison, working on projects in such areas as homelessness. Nicole worked for several years as a Behavioral Technician, providing behavioral therapy to youngsters with autism. She was a recipient of the Cal Alumni Leadership Scholarship, and as a graduating senior, she was considered for the University Medal, due to her 3.96 GPA. She joined Delta Xi Phi sorority because of its mission focusing on multiculturalism and inclusiveness. Her senior honors thesis was on Multicomponent Intervention to Reduce Future Incarceration for Children with Early Onset Conduct Disorder.

SAJAD SHAKOOR, MS in Education and Community Leadership from WISR in 2016. Bachelor of Specialized Studies (BSS) from The Ohio University in 2013. He’s currently a doctoral candidate at WISR pursuing his EdD. In 1997, Sajad was sentenced to life in prison under California’s Three Strikes Law and was incarcerated collectively for over 2 decades. While inside, he reformed his life and pursued education. That education and his personal growth helped him influence civic leaders at Stanford University to address the injustices of the Three Strikes Law, and successfully overturn that very law that took away his freedom. After his release in 2013, Sajad started working for the Tayba Foundation to help advance educational programs in prison. In 2014 he enrolled at WISR, and he founded a non-profit organization to further assist prisoners in their educational development. As part of these efforts, he campaigned for and helped pass SB 1391, a bill that made it possible for California prisoners to acquire community college education for free. Sajad founded the Falafel Corner restaurant franchise in Sacramento in 2016 and grew it to over 30 locations, making it one of the biggest Halal restaurant chains in America. As a tireless advocate for prisoners’ rights, he uses Falafel Corner as a means to employ formerly incarcerated people and to provide them with the skills and training that will help them grow and prosper.

KAREN YOUNG, EdD, MPH. EdD in Higher Education and Social Change, WISR, 2022. Master’s in Public Health Education, San Jose State University, 1978. Ms. Young is a WISR doctoral program

alumna whose dissertation used the Dreyfus Model of Expert Knowledge to focus on the evaluation of Home Care Aide training and determine if the training prepared the student graduates to work in the home care industry as second-level caregivers or Direct Support Providers, DSPs. She is the owner and Executive Director of Provider's Friend, a health education and training company established in 1988. She provides health education and training services for residential care providers in California. She teaches health education and training courses in Bay Area Community Colleges and Adult Schools. Further, she is the author of the training curriculum and the Home Care Aide Training Workbook used to train caregivers in three Bay Area school districts. Ms. Young developed the Home Care Aide training curriculum and communication tools approved by the California Department of Rehabilitation for Home Care Aide training of individuals who are deaf or have a hearing impairment.

NON-VOTING MEMBERS OF THE BOARD:

JOHN BILORUSKY, PhD, a co-founder of WISR (1975), has been WISR's President for 41 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.

AMANDA CORTEZ, MA, LMFT, (Faculty Representative to the Board). BS in Community Studies with an emphasis in Community Organization, University of California, Santa Cruz, 2009. Master of Arts in Counseling Psychology, with an emphasis in Marriage and Family Counseling, John F. Kennedy University, 2015. Her experience ranges from serving populations struggling with mental health within the Criminal Justice System, Victims of Domestic Violence, SLE-Substance Abuse and Independent Living within SARC. In addition, her work expanded to working with high-risk populations such as providing 5150 risk assessments for minors, emergency response, consultation, seeking safety training to other clinicians in the field, along with providing management services to crisis response teams for mobile crisis response and a crisis stabilization unit.

With over 17 years dedicated to the field, she then moved towards developing a group practice and filling gaps that she felt her mental health community was missing. As the Founder and Owner of *Yes to Therapy*, Amanda has cultivated a sanctuary for healing, extending her expertise to those grappling with mental health challenges. Her practice isn't confined to traditional boundaries; as she and her dedicated team provide profound treatment to clients with all needs. A licensed LMFT since 2018, her contributions extend beyond the therapy room—she is

a public speaker, renowned for her engaging talks on mental health issues and therapist development. Notably, Amanda graced the stage at the CAMFT 60th Anniversary Conference, captivating audiences with her insights and passion.

In addition to her clinical and advocacy roles, Amanda Cortez is a catalyst for change in the therapist community. She founded the nonprofit organization Yes To You, a 501c3 dedicated to enhancing access to professional development for minority women who choose to take the path of studying mental health. Her leadership extends to the SCV-CAMFT Board of Directors, Silicon Valley, where she serves as Treasurer, actively shaping the future of mental health advocacy. In 2023, she and her team at Yes To Therapy authored *Tales of The Other Side of The Couch*, a transformative book anthology designed to demystify the mental health profession and inspire future generations of therapists. This initiative is aimed to provide mentorship and knowledge-sharing, ensuring that aspiring professionals are equipped with the insights and tools needed to thrive in their careers.

SHEENA SATTARPOUR, MA, LMFT, is the Executive Director of the Western Institute for Social Research-Center for Child and Family Development (CCFD) and the Coordinator for the Oxford Symposium in School-Based Family Counseling (SBFC). Sheena is a Licensed Marriage and Family Therapist. She earned her Master's degree in Counseling Psychology from the University of San Francisco (USF). Sheena has a Bachelor of Science in Family and Human Development with a minor in Biology. She also obtained a certificate in chemical dependency and substance abuse counseling, which further piqued her interest in counseling psychology, and the family systems model.

Throughout her career, she has participated in research projects at Arizona State University such as observational coding of children's behavioral, physical and emotional interactions and academic success; and investigating through telephone interviews the raising of successful teens in Mexican and Mexican-American families. As an Associate Substance Counselor at Court Counseling Services, Inc. (CCS) and a Marital and Family Therapy Associate during her practicum at the University of San Francisco (USF) and in many other internship positions, Sheena gained clinical experience and Crisis Intervention Support (CIS) skills while working with the developmentally disabled. Sheena has taught groups about substance abuse, family systems dynamics, bullying/cyberbullying and Crisis Intervention Training (CIT).

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 he 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's 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; Charles Greene, formerly Executive Director of the Richard and Rhoda Goldman Fund and former Executive Director of the Volunteer Center for San Francisco; professional and community networking and business affairs.

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 46-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.

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.

ERNEST BROWN, PhD. Dr. Brown is a psychologist working in school-based programs at Richmond Area Multi-Services (RAMS) in San Francisco--specializing in adolescent substance abuse recovery, mindfulness meditation and TaiChi Ch'uan. He holds the following academic degrees: California Institute of Integral Studies (PhD, East/West Psychology 1996); University of San Francisco (MA, MFT 1989); University of Michigan (BSE, Industrial Operations and Operations Research 1971). His Board service has included: New College of California, San Francisco Zen Center, San Francisco Buddhist Church, American Go Association, San Francisco Go Club.

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.

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.

BARBARA LEITNER POMERANTZ, MA. BA, English/Minors: Psychology and Fine Arts, University of California, Davis, 1972. Standard Secondary Teaching Credential, University of California, Davis, 1973. MA, Human Resources Organization Development, University of San Francisco, 1998. Administrative Services Professional Tier II Credential, Chapman University College, 2009. She has 42 years of experience in education, comprising more than 25 years as a classroom instructor, grades 7-12; 2 years as a high school assistant principal, and 10 years as an administrator at the California Department of Education, involving programs and services for at-risk and at-promise students. She coordinated diverse educational programs for middle and high school students including English Language Development, Advancement Via Individual Determination-College Readiness Program (AVID-CRP), Peer Counseling; Program Quality Review; and U.C. Davis Early Academic Outreach Program activities. She served on a Western Association of Schools and Colleges (WASC) Leadership Team for high school accreditation in the areas of school curriculum, culture, and student support services.

JACQUELINE SHINEFIELD, EdD, RN, LMFT. Dr. Jacqueline Shinefield is a Licensed Marriage and Family Therapist specializing in individual, couples and family therapy. She has over 25 years of experience and maintains a private practice in New York City after relocating from San Francisco. Dr. Shinefield is an interactive, systemic therapist who received her doctorate in Counseling Psychology from the University of San Francisco. She serves as a Clinical Supervisor of Child and Adolescent Psychiatry at NYU Grossman School of Medicine. Her previously held positions include Adjunct Faculty at Mercy College in the Marriage and Family Therapy program, Clinical Supervisor at Pace University and MFT Clinical Supervisor at the University of San Francisco where she specialized in school-based family therapy. Dr. Shinefield currently serves on the Board of Directors as Chair for the Western Institute of Social Research/Center for Child and Family Development, as Education and Networking Director for the Association of New York Marriage and Family Therapy, as Development Chair and Clinical Fellow for the Oxford Symposium, and Board Member for the Institute for School-Based Family Counseling.

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 *School-Based Family Counseling: Transforming Family-School Relationships* (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.

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.

CYNTHIA BARNES, MS, LMFT, MBA. BS in Criminal Justice Administration, University of Phoenix, 2007. Master of Business Administration, University of Phoenix, 2011. MS in Counseling/Marriage, Family, and Child Therapy, 2017. She is a Licensed Marriage and Family Therapist (LMFT) with over 8 years of experience in psychotherapy. Cynthia has over 15 years of experience in non-profit to include Child Welfare, Workforce Development, Life Skills Training, Program Development, Group Facilitation and Training, along with Staff Professional Development. She also has over 20 years of experience in Real Estate working with sellers and buyers. She has been a board member for the non-profit organizations, Let's Rise Together, the Sugar Bear Foundation, and the LB/SB CAMFT Chapter. She is the owner/founder of Another Chance Wellness and Consulting, where she works in private practice with adult individuals and couples. She strives in helping clients navigate difficult life transitions, managing emotions and behavior, and becoming self-aware by using mindfulness techniques. She takes a client/person centered approach and collaborates with the client(s) to establish healthy therapeutic goals with the idea of discovering their path to healing and living a meaningful and fulfilling life. She has experience in the areas of depression, trauma, grief, relationship issues, conflict resolution, anxiety and panic, and family conflict. cynthia.barnes@wizr.edu www.anotherchancewc.com;

JOHN BILORUSKY, PhD, Higher Education, UC Berkeley, 1972. MA, Sociology of Education, University of California at Berkeley, 1968. BA cum laude, General Studies and Physics, University of Colorado, 1967. **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 recently 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/>). For more information, go to: john.bilorusky@wisr.edu; www.johnbilorusky.academia.edu.

VICTORIA CAMPBELL, LMFT. BS in Business Management, California State University, Fresno. MA, Marriage, Family, and Child Therapy, John F. Kennedy University. Victoria, who goes by “Vic”, became licensed as a Marriage and Family Therapist in California in 2009 and Nevada in 2019. Dedication to serving youth and LGBTQ led to work with County Probation and Foster Care Programs where “Motivation Interview” tools were well received as ways to navigate difficult systems. As a supervisor of bachelor-level counselors, Vic worked with young adults transitioning out of the Foster Care system while also developing an LGBTQ-friendly support system for inpatient youth. This experience inspired expansion into legislative advocacy. When joining the local chapter of CAMFT (California Association of Marriage and Family Therapists) where Vic quickly rose to the rank of local chapter President and soon after, in 2009, a Board member-at-large of CAMFT itself.

Vic brought a compassionate science-based voice to the CAMFT Board and effectively lobbied for the expansion of Medicare inclusion and Veterans’ Affairs employment by Marriage Family Therapists. Coming from a military family, Vic was proud to serve this population and their dependents. In 2011, Vic transitioned to a CFO (Chief Financial Officer) role at CAMFT and helped CAMFT focused on strengthening relationships with the BBS (Board of Behavioral Science.) **In 2024, Vic was re-appointed to the CAMFT Board of Directors as Clinical Director-at-Large and continues to champion the availability of appropriate treatment along the transgender journey.**

Moving from Santa Cruz, California to Nevada in 2019, Vic noticed that therapists in rural areas such as Reno struggled to find appropriate support and treatment information for transgender youth and adults. Leveraging experience in Santa Cruz where Vic led a consultation group focused on science-based treatment aligned with WAPTH standards (World Professional Association for Transgender Health), Vic co-founded a similar group in Nevada. In 2023, Vic went on to co-found the Foundation for Sexual and Gender Research and Affirmation. This organization raises funds to provide services and training, increase accessibility, and support research in the field of Sexual and Gender and Minority (SGM).

Vic’s varied career has included work as a therapist, business consultant, Human Resources manager, and more. Vic brings a compassion-centered approach to all roles. Helping others reach their full potential is Vic’s life’s work and joy. Vic can be reached at Vic.Campbell@wisr.edu.

AMANDA CORTEZ, MA, LMFT. BS in Community Studies with an emphasis in Community Organization, University of California, Santa Cruz, 2009. Master of Arts in Counseling Psychology, with an emphasis in Marriage and Family Counseling, John F. Kennedy University, 2015. Her experience ranges from serving populations struggling with mental health within the Criminal

Justice System, Victims of Domestic Violence, SLE-Substance Abuse and Independent Living within SARC. In addition, her work expanded to working with high-risk populations such as providing 5150 risk assessments for minors, emergency response, consultation, seeking safety training to other clinicians in the field, along with providing management services to crisis response teams for mobile crisis response and a crisis stabilization unit.

With over 17 years dedicated to the field, she then moved towards developing a group practice and filling gaps that she felt her mental health community was missing. As the Founder and Owner of *Yes To Therapy*, Amanda has cultivated a sanctuary for healing, extending her expertise to those grappling with mental health challenges. Her practice isn't confined to traditional boundaries; as she and her dedicated team provide profound treatment to clients with all needs. A licensed LMFT since 2018, her contributions extend beyond the therapy room—she is a public speaker, renowned for her engaging talks on mental health issues and therapist development. Notably, Amanda graced the stage at the CAMFT 60th Anniversary Conference, captivating audiences with her insights and passion.

In addition to her clinical and advocacy roles, Amanda Cortez is a catalyst for change in the therapist community. She founded the nonprofit organization *Yes To You*, a 501c3 dedicated to enhancing access to professional development for minority women who choose to take the path of studying mental health. Her leadership extends to the SCV-CAMFT Board of Directors, Silicon Valley, where she serves as Treasurer, actively shaping the future of mental health advocacy. In 2023, she and her team at Yes To Therapy authored *Tales of The Other Side of The Couch*, a transformative book anthology designed to demystify the mental health profession and inspire future generations of therapists. This initiative is aimed to provide mentorship and knowledge-sharing, ensuring that aspiring professionals are equipped with the insights and tools needed to thrive in their careers.

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 Academic Dean and Director of WISR's Doctoral Program and the MS Program in Education and Community Leadership.** 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, WISR 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 25,000 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 books, *School-Based Family Counseling: an Interdisciplinary Practitioner's Guide* (Routledge, 2019), *School-Based Family Counseling with Refugees and Immigrants* (Routledge, 2022), and *School-Based Family Counseling for Crisis and Disaster: Global Perspectives* (in press, Routledge). He is co-author with Dr. Jacqueline Shinefield of *Psychological Type Therapy: A Practitioner's Guide to Strengthening Relationships* (Routledge, 2022). Brian is Co-Facilitator of the Disastershock Global Response Team that developed 30 language translations of the book *Disastershock: How to Cope with the Emotional Stress of a Major Disaster* and made them available free globally during the Covid 19 pandemic. brian.gerrard@wizr.edu.

LINDA M. HARTLING, PhD, 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; linda.hartling@wizr.edu

RONALD MAH, PhD, 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 Co-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 previously served three terms on the Board of Directors of the California Association of Marriage and Family Therapists (CAMFT).** He also has served on the Board of the California Kindergarten Association. Ronald 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@wizr.edu

AVA DENISE PHILLIPS, MS, LMFT. BS in Business Administration, Marketing, California State University Dominguez Hills. Masters in Counseling, Marriage, Family and Child Counseling, California State University Fullerton. She has been licensed as a Marriage and Family Therapist by the state of California since 2001. She has served her locale in the community mental health field for over 27 years. She has worked for the County of San Bernardino Behavioral Health Department, the County of Riverside Behavioral Health Department and several community agencies that support family preservation and reunification. She has always believed that the only way to truly impact the lives of children is to support their families. In addition, she recalls fondly her experiences working with the chronically mentally challenged, commenting that they are "vulnerable with a quiet strength that is endearing." She would say, however, that her most illuminating experience was working with the domestic violence population; a complete change in basic assumptions for her! Ava is grateful for the opportunity she has been given to mentor and supervise many MFT associates (formerly called interns) to licensure. It is important to her that they are respected, protected, and well trained. She is fully committed to contributing to having quality, competent and relevant licensed clinicians in the mental health field.

Ava is the President-Elect of the Board of Directors of the California Association of Marriage and Family Therapists (CAMFT). She also serves on the Executive Board of Parktree Community Health Center as the secretary and member of the compliance and finance committees. She has actively participated in numerous community outreach activities through her church for over 30 years, as well as having held several leadership positions within the church. She has been a member of the African American Parent Advisory Board within the Pomona Unified School District since 2017. Over many years she has attended numerous monthly collaborative meetings for mental health and community service agencies and participated in various sub-committees. Ava facilitates therapy and community connection services for people who have trouble accessing services on their own. She provides pro bono counseling for people in crisis and some not in crisis. She regularly answers the call to speak at community events on mental health issues. She has been in private practice since 2017 and is enjoying the autonomy! Her purpose is to help people connect or reconnect to their own lives, as they wish to live them. She has found that helping people understand and manage their depression and anxiety can be the cure they never saw coming. She instills hope!! She utilizes whatever it takes to make that happen. However, her go to approaches are cognitive behavioral, client-centered and solution-focused therapies. She models transparency, emotional integrity, staying present and above all speaking your truth. When appropriate and therapeutic she will utilize Christian counseling to give clients a point of reference from which to heal. She is grateful to have had the privilege of collaborating with people of all ages, cultures, ethnicities, and socioeconomic levels to change and improve their

lives. Last, but first, Ava is the mother of three phenomenal children and one 11-month-old perfect granddaughter! She says her family grounds her and teaches her best lessons... ava.dee@wisr.edu Life Philosophy- "You must work for what you get, you must be accountable for your actions and reactions, your opinion is just that yours and yes, God does allow U-turns." And, for further wisdom: "My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style."--Maya Angelou.

STEVEN D. POMERANTZ, EdD in Counseling Psychology, with a minor in Organizational Leadership, in 1992 from the University of San Francisco; MA in Sociology with a minor in Counseling, in 1978 from California State University, Chico; and BS in Psychology in 1969 from Pacific University in Oregon. **Dr. Pomerantz is Co-Director of the MFT program, Chair of WISR's Institutional Review Board and Student Services Coordinator.** Steve's experience includes 10 years as a manager/supervisor in county government and nonprofit agencies, and he was the youngest County department director in the state of California in 1976. He also has 32 years as an external organizational consultant to over 60 organizations, and trainer in private practice conducting more than 2,000 seminars to over 30,000 participants; and concurrently 34 years teaching at the university level as adjunct faculty at USF; and 23 years as Field Consultant coordinating the Masters in Counseling with an emphasis in Marital and Family Therapy for the University of San Francisco, Sacramento Campus. He also found time during 17 of those years to have a small private practice serving more than 400 clients with marital and family problems as MFCC & LMFT first licensed in 1983 (license #18527). Currently, Steve has been retired for the past few years and his MFT license is inactive as he plays golf 2 to 3 times per week. He has agreed to come out of retirement to join the WISR faculty, and very much enjoys working with WISR students and faculty. Steve has been writing a book on Leadership, which he hopes to soon complete, and plans to write two more books, one on the evolution of counseling theories, and the other on dealing with life's challenges. steven.pomerantz@wisr.edu or to: drstevep2@gmail.com

CHRISTINE L. TIPPETT, MSW, LCSW, LMFT, is the Clinical Director of the Western Institute for Social Research-Center for Child and Family Development. MSW, Social Work (Mental Health Concentration), California State University, Sacramento 1977. BA, Sociology, University of California, Santa Barbara 1974. Christine has extensive experience teaching a wide variety of Master's-level courses in counselor education. With the support of WISR's current Academic Dean, Brian Gerrard, she created and administered a private practice model of the Mission Possible Program in school-based family counseling, which operated for 16 years, served over 3000 youth and families, helped more than 70 graduate students obtain practicum experience, and earned the 2020 Award for Best Practice in School-Based Family Counseling from the Oxford Symposium of School Based Family Counseling. In addition, she presented at the symposium several times, contributed a chapter to School Based Family Counseling: Transforming Family-School Relations [Chapter 48], by Gerrard and Soriano (2013), and to the International Journal for School-Based Family Counseling, Vol VII (2016). She was thereby made a fellow of the Oxford Symposium of School-Based Family Counseling.

Her interest in community mental health has included work with a variety of vulnerable populations deserving respectful justice:

- Youth needing coordinated care following passage of AB 3632 (now written into code as EC26), so that payment and responsibility for delivery of services flows through the department of primary duty (e.g., education, mental health, juvenile justice, care and custody)
- Mental health clients in need regardless of ability to pay, following the passage of: Lanterman/Petris/Short Act, Mental Health Act, Prop. 63
- Clients requesting information prior to making “informed decisions” regarding birth control both before and after Roe v Wade
- Veterans in higher education responding to “Move Up” preparation for college courses and “About Face” advocacy for (re)instatement of VA benefits
- Advocacy with colleagues, administrators and, (eventually) families who are expanding their nucleus through adoption.

In therapy practice and in clinical supervision, Christine uses a humanistic systems approach to inform her perspective with regard to the person in situation. For more information, contact christine.tippett@wisr.edu.

KAREN WALL, EdD, RN-BC, OFS, LMFT. [On Extended Leave of Absence]. 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 the Director for Global Education with Global Human Development, Inc, working with Stefan Deutsch developing a mental health

mobile app to teach people about Self-Love. She is also a Consultant on the Advisory Board for the All of Us Research Program at the NIH.

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. For more information about some of Karen’s many professional endeavors, go to: <https://www.psychologytoday.com/us/therapists/karen-m-wall-albuquerque-nm/463400> karen.wall@wisr.edu logos68540@gmail.com karenlmft97283@gmail.com

YANYI WENG, MSW, LICSW, earned a "Double Eagle" from Boston College with a master’s degree from the School of Social Work (BCSSW ‘19) with a concentration in Health and Mental Health, and a Bachelor’s Degree from Lynch School of Education (LSOE ‘15), majoring in Human Behavior and Applied Psychology and minoring in Special Education. Yanyi is the Founder and Clinical Director of Dear Therapy Inc., a multilingual mental health clinic serving mostly BIPOC, AAPI, and immigrant communities in Massachusetts.

Growing up in Boston’s Chinatown, Yanyi has strong ties to community organizations such as the Boston Chinatown Neighborhood Center (BCNC). She ran the Boston Marathon in 2013 and 2014, raising campaign funds to give back to BCNC and raising awareness of resource allocation and the importance of community centers in youth development. Yanyi was awarded BC’s The Reverend Charles F. Donovan, S.J. Award in 2015, honored as the recipient of BCNC's 50th Year Anniversary Inspiration Award in 2019, and recognized as one of the 20 Meeting This Moment Young Leaders in Boston in 2020. All of these serve as a representation of her innovative leadership style and unwavering commitment to immigrant communities. In 2023, Yanyi and her partner traveled to 29 countries in an immersive trip of a lifetime to learn more about the culture, history, food, and, most importantly, the local people.

Yanyi's research interests include education equality in immigrant communities and special needs populations; the exploration of interracial injustice through the historical lens of systemic racism and restorative justice; and the mental health of older adults in hospice settings. Some past research project topics include the exploration of racial dynamics in Haiti and the Dominican Republic, the impact of the restavek system in Haiti, academic contributions on zero tolerance policy, restorative justice, and the school-to-prison pipeline, and the exploration of parenting styles in Chinese immigrant households. These local and international experiences contribute to her commitment to give back to diverse immigrant communities at the clinical, meso, and macro levels. As a community activist, lifelong learner, educator, and multilingual mental health provider with experience working in local non-profit and state-level organizations, Yanyi seeks to offer a refreshing and innovative perspective to research studies in the social sciences field. Her research mission is to bridge the knowledge gap and humanize theories to benefit individuals and communities in need.

Yanyi values dialogue and looks forward to connecting at yanyi.weng@wisr.edu, yanyi@deartherapy.com, or www.deartherapy.com.

JOE ZARATE-SANDERLIN, MA, LMFT, (they/them) attended St. John's University in Jamaica, Queens, and studied English, Philosophy, and Education as an undergraduate and English in graduate studies. Their MA Thesis explored the relationship between oral and written literature using the novel *Things as They Are; or, The Adventures of Caleb Williams* by William Godwin. Using *Orality and Literacy* by Walter Ong, they explored the idea of developing an internal narration when consuming literature that is affected by experience, particularly between subsequent readings or hearings of works.

Joe attended Pacifica Graduate Institute (PGI) in Montecito, California, where they received training in the work of C.G. Jung and Depth Psychology as part of their LMFT program. Their MA thesis, *Collective Soul*, explored the idea that in intense relationships, a separate entity, the collective soul, is created between or among the people involved that is more than the sum of its parts.

Since gaining licensure in 2013, Joe's practice has focused on gender, orientation, non-traditional relationships, and sexuality and they have worked with many individuals, couples, and more than couples in private practice and Employee Assistance Programs. Since 2018, they have taught Human Sexuality, Therapeutic Communication and Counseling Skills, Couple and Family Therapy, Cross Cultural Aspects of Therapy, and Practicum at Golden Gate University (GGU).

Joe has presented on Non-binary Clients and Therapy at the 2020 California Association of Marriage and Family Therapists (CAMFT) Annual Conference, and they have appeared on a number of podcasts including American Sex, Planet Midori, Rebel Therapist, Sexology, and Shibari Study addressing topics such as fetishes, consent, and gender identity. They also recorded presentations on Gender Inclusive Language and Empathic Communication for GGU as well as

trainings for the Sexual Health Alliance. These topics continue to be passions of their work. In 2024, they were appointed to the CAMFT Annual Conference 2025 Planning Committee. For more information, contact: joe.zaratesanderlin@wizr.edu, or visit: www.jzsmft.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, PhD., see WISR staff below.

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@wizr.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 funeral 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@wizr.edu

ADJUNCT FACULTY

TITUS YU, 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 University of Alberta, Edmonton, Canada, JFK University 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 Baptist 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 PROFILES

JOHN BILORUSKY, PhD, is WISR's President. PhD in Higher Education, UC Berkeley, 1972. MA, Sociology of Education, University of California at Berkeley, 1968. BA cum laude, General Studies and Physics, University of Colorado, 1967. 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 recently 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/>. For more information, go to: john.bilorusky@wisr.edu; www.johnbilorusky.academia.edu.

BRIAN GERRARD, PhD, is WISR's Academic Dean and Director both of WISR's Doctoral Program as well as the MS program in Education and Community Leadership. PhD in Sociology, University of New South Wales, Sydney, PhD Counseling Psychology, University of Toronto. M.A. Counseling Psychology, University of British Columbia. 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, WISR 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 25,000 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 books, *School-Based Family Counseling: an Interdisciplinary Practitioner's Guide* (Routledge, 2019), *School-Based Family Counseling with Refugees and Immigrants* (Routledge, 2022), and *School-Based Family Counseling for Crisis and Disaster: Global Perspectives* (in press, Routledge). He is co-author with Dr. Jacqueline Shinefield of *Psychological Type Therapy: A Practitioner's Guide to Strengthening Relationships* (Routledge, 2022). Brian is Co-Facilitator of the Disastershock Global Response Team that developed 30 language translations of the book *Disastershock: How to Cope with the Emotional Stress of a Major Disaster* and made them available free globally during the Covid 19 pandemic. For more information, contact: brian.gerrard@wisr.edu.

SERETE ITEBETE, WISR's Technology Support Services Staff person, has a Bachelor of Science in Computer Science from San Francisco State University. He is an accomplished Business Technology Analyst based in Oakland, California, with expertise in both technology and business processes. Throughout his career, he has showed proficiency in researching and implementing cutting-edge technology solutions to boost organizational efficiency. With more than 20 years of expertise, he has led projects ranging from cloud-based system deployments, application development, and system maintenance to organizing cross-functional teams to build solutions

that meet business requirements. He has also excelled at troubleshooting, system integration, and technical consulting, resulting in scalable and secure IT environments.

Serete is familiar with a wide range of technical environments, including cloud platforms such as Azure and Google Cloud, Microsoft 365 tenant solutions, and mobile app development frameworks. His hands-on experience includes IT project management, stakeholder engagement, and teaching end users to use new systems with ease. He has also overseen complicated health and education systems, collaborating with stakeholders to guarantee regulatory compliance and optimal performance. Serete, who holds a bachelor's degree in computer science, continues to provide cutting-edge solutions to tough business challenges. For more information, contact: serete.itebete@wisr.edu.

MARILYN JACKSON, PhD, is WISR's Administrative Dean (Add). PhD in Higher Education and Social Change, Western Institute for Social Research, 2004. M.A., Holy Names College, Institute in Creation Spirituality and Culture, 1989, BA, Augustana College, 1981, Religion. For 18 years, Dr. Jackson was Executive Assistant to WISR's President; for the ten years prior to that, she served as WISR's Administrative Assistant. For 18 years she has been on WISR's faculty as a Learning Support Instructor. Her roles have included: marketing and outreach; document production (including minutes); IT research, innovations and training; faculty, student and alumni communications and coordination; seminar planning, coordination and production; supervision of institutional filing; policy development; survey development, implementation, data collection and analysis; State and Federal compliance; registration activities. Until recently, she has worked for 25 years in two small law firms in administrative roles including document production, editing, court filing of legal documents, reception, legal research, preparation of legal exhibits, billing, and office filing. Prior to working in law firms, she had five years of experience in administrative, business and office management positions. For 25 years, while working for the non-profit Ecumenical Peace Institute, Berkeley, Dr. Jackson has acted as Board member and office manager and performed marketing and technology training. During this time also she has done volunteer work in community nonprofits, providing education, fundraising, volunteer coordination and outreach services. Additional training received includes FERPA compliance, assertiveness and conflict mediation. Marilyn is also a Learning Support Instructor at WISR. For more information, contact: marilyn.jackson@wisr.edu.

CYNTHIA ROBERSON, MLS, is WISR's Librarian. She earned her Master of Library and Information Science from 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 funeral industry while working on library projects for WISR. She is working to get WISR'S library resources online and accessible to students and faculty. For more information, contact: cynthia.roberson@wisr.edu.

DAVID ROSS, EdD Candidate, is WISR's Quality Improvement Officer (QIO) and Compliance Officer. Graduate Studies in Theology and Philosophy, Gordon-Conwell Theological Seminary, South Hampton, MA. BA in English, Westmont College, Santa Barbara. David's background in Continuous Quality Improvement (CQI) includes experience as Director of CQI for ACI (Addictions Care Interventions), New York City in a community healthcare clinic facility where he trained doctors, nurses and clinicians in CQI philosophy and practices. His directives resulted in renewal of JCAHO accreditation and significantly improved hospital audit statistics. During this tenure, he earned a credential with the National Association of Healthcare Quality. In the field of education, David has also worked as the Director of Operations and CQI for the World School of Massage and Holistic Health (17 years) in San Francisco, and as Provost, Director of Operations and as a faculty member for Andrew University in Berkeley (11 years). For more than 20 years, David has volunteered as a CQI and Strategic Planning Consultant for a global humanitarian project, SUMS Global, in Scottsdale, AZ. David served as the Director of Admissions and Triage for ACI in New York City where he provided brief psychiatric assessment to more than 50,000 patients. While working as a psychiatric social worker at New England Memorial Hospital in Stoneham, MA, he received the Siegert Memorial Award for excellence in clinical psychiatry. Over a 25-year period, at both university and vocational educational institutions, David has provided certification training to hundreds of well-being coaches. In that role, he has developed novel approaches to holistic health and lifestyle coaching and self-coaching which integrate his experience in clinical psychiatry, cognitive behavioral therapy, positive psychology, communications, social-emotional learning, philosophy and business. David has worked full- and part-time in the field of IT, hospital and educational marketing providing website development, SEM and SEO services for approximately 20 years. In 1982, David had the privilege of serving with Mother Teresa's Sisters of Charity in Calcutta, India. Today, this experience continues to profoundly influence the nature of his career choices and commitments. For more information, contact: david.ross@wizr.edu.

SHEENA SATTARPOUR, MA, LMFT, is the Executive Director of the Western Institute for Social Research-Center for Child and Family Development and the Coordinator for the Oxford Symposium in School-Based Family Counseling (SBFC). Sheena is a Licensed Marriage and Family Therapist. She earned her Master's degree in Counseling Psychology from the University of San Francisco (USF). Sheena has a Bachelor of Science in Family and Human Development with a minor in Biology. She also obtained a certificate in chemical dependency and substance abuse counseling, which further piqued her interest in counseling psychology, and the family systems model.

Throughout her career, she has participated in research projects at Arizona State University such as observational coding of children's behavioral, physical and emotional interactions and academic success; and investigating through telephone interviews the raising of successful teens in Mexican and Mexican-American families. As an Associate Substance Counselor at Court Counseling Services, Inc. (CCS) and a Marital and Family Therapy Associate during her practicum at the University of San Francisco (USF) and in many other internship positions, Sheena gained clinical experience and Crisis Intervention Support (CIS) skills while working with the developmentally disabled. Sheena has taught groups about substance abuse, family systems

dynamics, bullying/cyberbullying and Crisis Intervention Training (CIT). Sheena has conducted several presentations at the Oxford Symposium in SBFC and is a member of the Executive Committee, and a Fellow of the Oxford Symposium in SBFC. For more information contact: ssattarpour.cfd@wisr.edu.

JULIAN TAO, MS. Julian is WISR’s Finance Director and Coordinator of Academic Administration. MS in Taxation, Golden Gate University; BA, Harbin Normal University, Harbin, China. Mr. Tao possesses over 26 years of accounting experience including work with nonprofits and universities. He is a licensed Certified Public Accountant and earned a Master of Science in Tax Accounting from Golden Gate University. He has been employed at various accounting firms, including Ernst & Young, LLP and PricewaterhouseCoopers. His corporate experience includes employment with Chevron, USA and Visa International. Mr. Tao is a member of our Board Finance Committee and the Administrative Executive Committee. For more information, contact: taojulian@gmail.com.

CHRISTINE L. TIPPETT, MSW, LCSW, LMFT is the Clinical Director of the Western Institute for Social Research-Center for Child and Family Development. MSW, Social Work (Mental Health Concentration), California State University, Sacramento 1977. BA, Sociology, University of California, Santa Barbara 1974. Christine has extensive experience teaching a wide variety of Master’s-level courses in counselor education. With the support of WISR’s current Academic Dean, Brian Gerrard, she created and administered a private practice model of the Mission Possible Program in school-based family counseling, which operated for 16 years, served over 3000 youth and families, helped more than 70 graduate students obtain practicum experience, and earned the 2020 Award for Best Practice in School-Based Family Counseling from the Oxford Symposium of School Based Family Counseling. In addition, she presented at the symposium several times, contributed a chapter to School Based Family Counseling: Transforming Family-School Relations [Chapter 48], by Gerrard and Soriano (2013), and to the International Journal for School-Based Family Counseling, Vol VII (2016). She was thereby made a fellow of the Oxford Symposium of School-Based Family Counseling.

Her interest in community mental health has included work with a variety of vulnerable populations deserving respectful justice:

- Youth needing coordinated care following passage of AB 3632 (now written into code as EC26), so that payment and responsibility for delivery of services flows through the department of primary duty (e.g., education, mental health, juvenile justice, care and custody)
- Mental health clients in need regardless of ability to pay, following the passage of: Lanterman/Petris/Short Act, Mental Health Act, Prop. 63
- Clients requesting information prior to making “informed decisions” regarding birth control both before and after Roe v Wade

- Veterans in higher education responding to “Move Up” preparation for college courses and “About Face” advocacy for (re)instatement of VA benefits
- Advocacy with colleagues, administrators and, (eventually) families who are expanding their nucleus through adoption.

In therapy practice and in clinical supervision, Christine uses a humanistic systems approach to inform her perspective with regard to the person in situation. For more information, contact christine.tippett@wizr.edu

MARK WILSON is WISR’s Learning Experience Designer\Technologist (LxD). In this role, Mark 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.

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. 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.”

For more information, contact mark.wilson@wizr.edu. See more at: <https://www.linkedin.com/in/markcorbettwilson>.

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 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*. 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. cynthiarose@mac.com

IN MEMORIAM:

PETER GABEL JD, PhD. 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

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. During his three decades at New College, he also served for a while as Dean of the Humanities Program and co-Academic Vice President.

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 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, PhD 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. More information about Dr. Warmoth. <http://www.sonoma.edu/users/w/warmotha/awresume.html>

TECHNOLOGY REQUIREMENTS

WISR verifies prior to admission that the student has satisfied the technology requirements. WISR delivers its graduate degree programs through Google Workspace for Education. Students are responsible to backup drafts of their papers and theses or dissertations through Google Drive available using their wisr.edu email address.

To participate in the graduate degree programs offered by WISR, students should possess or have access to:

- A personal computer;
- A firstname.lastname@wisr.edu email account to access WISR courses and communicate with WISR faculty and staff (to be acquired upon enrolling);
- Internet access for video conferences for seminars and oral exams;
- A web camera with microphone and speaker; and
- A current web browser.

DISTANCE LEARNING

Students living throughout the USA, so long as their State allows their residents to study at a distance in a California institution,* as well as students living in other countries around the world, can apply to enroll at WISR. Students can pursue academic degrees at WISR through regular, individualized, phone and video conferences with faculty and participation in our online courses. If students happen to be in the Berkeley area, they can make appointments to visit our library. WISR also has online library resources available regardless of location.

*Because the State of California has not signed the interstate agreement regarding distance learning, called "SARA", there are about half of the States in the US where the requirements of those states precludes WISR, as a California distance learning institution, from enrolling residents of those states.

Regular faculty feedback to students is 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 by phone or video conference twice a month, 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 from the greater USA and world locations:

- 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 Doctoral alumna originally from Cameroon, 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, since retired, specialized in multicultural 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 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 alumni 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.

CONFIDENTIALITY AND PRIVACY POLICIES

The Western Institute for Social Research (WISR) complies with the Family Education Rights and Privacy Act of 1974 (FERPA), the Federal law which requires educational institutions to establish a written policy with regard to the privacy rights of students. It also requires such institutions to make a statement describing their procedures with regard to students' privacy rights available. WISR shall maintain the confidentiality of education records in accordance with the provisions of FERPA and shall accord all the rights under the law to all students who are or have been in attendance at WISR. FERPA prohibits the WISR and its employees from releasing educational information about students (including grades) to third parties (including guardians and parents of minors) without the prior written consent of the student. Faculty members must comply with all federal laws, state laws, agreements with third parties, and WISR policies and principles pertaining to the use, protection, and disclosure of various types of confidential, proprietary, and private information. Such policies apply even after the faculty member's relationship with WISR ends. Questions concerning information about or the application of FERPA should be referred to the Administrative Dean, (marilyn.jackson@wizr.edu).

STUDENT RECORDS

WISR keeps student records on file, as required by the State of California. Transcripts of student credit earned are permanently kept and 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. WISR complies with FERPA 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).

RIGHT OF INSPECTION

WISR protects students' privacy and students will be updated annually on WISR's policies. Under FERPA, eligible students have the right to inspect and review their educational records within 45 days of their request.

ONLINE VIEWING

Students are permitted to review the contents of their own files online. The AdD has begun the process of making their online files available by giving them viewing rights to the online content listed below here. Students may also request access to this sooner and expect a response within 45 days or sooner as per FERPA guidelines.

1. Student administrative files that include admission, transcript and payment information and

2. Academic files which include their learning portfolio, working portfolio including papers they have written and the course syllabi they have submitted, faculty evaluations of their projects/courses, rough drafts, other supporting documents, and media pertaining to their academic work and studies at WISR.

AMENDING A RECORD

Current students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

FILING A COMPLAINT

Students may file a complaint with the U.S. Department of Education under FERPA. Complaints by a student must be in writing and contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred and must be filed within 180 days of the alleged violation or within 180 days after they knew about the violation.

WISR EMAIL ADDRESSES

WISR assigns email addresses ending in @wizr.edu to all students. Any requests for student information from an email address ending in @wizr.edu is deemed valid and WISR will release student information to that email address. Because WISR requires all students to use their @wizr.edu email addresses for all WISR communications, WISR will not release any student information to any email address other than those ending in @wizr.edu. When someone requests student information using an email not ending in @wizr.edu, WISR staff will reply with: Thank you for contacting WISR. We do not recognize your email address. Please use your student email address to request student information.

DIRECTORY INFORMATION

Per FERPA guidelines: Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell guardians or parents of minors and eligible students about directory information and allow them a reasonable amount of time to request that the school not disclose directory information about them. Staff may at times share email, phone numbers, or mailing addresses among students, faculty, staff or board members. We do not give information to the public without a student's written consent and per FERPA guidelines. WISR does not currently distribute a published directory of information among students.

Currently, students can contact each other on the WISR Space in Google Spaces or if they know someone's name, they can email to their `firstname.lastname@wizr.edu` email address.

STUDENT ID NUMBERS

WISR assigns a unique student ID number to each student. When creating datasheets or reports, student ID numbers can be used instead of student names.

GRADUATION

WISR periodically holds graduation ceremonies. When there is a graduation ceremony, students' who participate, are by doing so, consenting to have their name, degree program and final thesis or dissertation's title shared with the audience and public, unless they tell us otherwise.

FILES

Paper copies of student Administrative files, which include Admission, Payment and Transcript records, are maintained in a locked, fireproof Student Records File Cabinet. Access to the Student Records File Cabinet is restricted to the following authorized personnel: President, Administrative Dean, Finance Director (FD) and Administrative Assistant (AA) who have access to keys to the Student Records File Cabinet. WISR staff shreds any hard copies of student records with Personally Identifiable Information (PII) that are not maintained in the student records cabinet.

Electronic copies of student records are maintained online. Access to this drive is restricted to the following authorized personnel: President, AD, AdD, QIO, FD, an occasional Administrative Assistant (AA), LxD and the Chair of the Board who use an encrypted password. Faculty members including core faculty, who work collaboratively to review student progress, are given access to student files.

THIRD-PARTY ACCESS

Any third party requesting student information will have to provide WISR with written authorization for the release of information, signed by the student or alumnus/alumna whose information is being sought. WISR staff will verify that the signature on the release matches the signature that WISR has on file for that student or alumnus/alumna. WISR staff will review the release to ascertain the specific information being sought. Only after the signature is validated and the specific information sought is ascertained will WISR staff release student information to third parties.

STUDENT INQUIRIES

When a student calls WISR asking about their WISR student information, WISR staff asks the caller for his/her student ID number, date of birth, and degree program, to verify that the caller is in fact or was a student at WISR, before releasing any student information. This number is also found on their final transcript for alumni. This information will be in their profile sheet in their Business Profile folder that may be shared with the student's wisr.edu Google account.

ALUMNI INQUIRIES

When an alumnus/alumna requests student information via email from an email address that WISR does not recognize, WISR staff will ask the alumnus/alumna to call WISR and provide three pieces of demographic data: (1) Date of birth; (2) Degree program; (3) Date of graduation. After the identity of the alumnus/alumna associated with the unrecognized email address has been validated, WISR staff will release student information to that email address.

STUDENT ACADEMIC WORK

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. As needed, Faculty, Board, and Advisory Committee members are permitted to view student work as are visiting teams sent to WISR by State or accreditation agencies. WISR students are encouraged, but not required, to consider their academic work as a contribution to public inquiry, research and the advancement of other students academically. 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 DEGREE PROGRAMS

All 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 their 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 core areas of learning, competency, and accomplishments:

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

MS PROGRAM OVERVIEW

- **Required Units of Study:** 36 Semester Credit Hours
- **Length of Study (self-paced):** 1.5 to 2 years full time, 4 years part time
- **Tuition:** \$9,600 per year (See Tuition and Fees for a list of all fees)
- **Program Tuition:** 4 years: \$33,600; 2 years: \$16,800
- **Maximum Program Tuition:** \$38,400
- **Admission Requirement:** Bachelor's Degree
- **Enrollment Start Date:** First of any month

MS INTRODUCTION

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 credit hours 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.

*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’s 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’s 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.

MISSION AND CONTEXT

Program outcomes are guided by several important considerations:

1. WISR's MS in Education and Community Leadership program outcomes, evaluation of student progress and achievement, 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 outcomes, evaluation, 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, educational innovation 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 curriculum 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.

MS PROGRAM LEARNING OUTCOMES (PLOS)

Five MS Program-Specific Learning Outcomes

A. The student will demonstrate that they:

1. Know how experts use research, theories, key concepts, and professional practices in leadership.*
2. Evaluate key theories and methods of leadership.
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.
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.

*[in these areas: Leadership and Collaboration; Innovation and Change; Grassroots Community Leadership; For Contemporary Challenges and Opportunities; For Diversity and Inclusiveness; Addressing the Challenges of Hate and Racism.]

Six WISR Mission-Directed Program Learning Areas and Outcomes

In addition to the above-mentioned MS program-specific PLOs, MS students must demonstrate the following mission-directed PLOs:

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, 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.

F. Communication and Collaboration.

Demonstrate skills of clear and engaging written communication, effective oral communication and collaboration, and produce a thesis that is of sufficient quality to be considered seriously for professional publication.

G. Build Bridges to the Future.

Demonstrate an awareness of employment opportunities, or if they prefer, meaningful volunteer opportunities and 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 Program Learning 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 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.

How PLOs are Organized and Employed

Five Program-Specific PLOs: As a graduate institute, we require students to achieve five program-specific PLOs, each of which is quite substantial and complex, and not achieved through one single, simple indicator or outcome. Consequently, we have identified two to six or so indicators/more specific outcomes, which when attained, provide tangible and convincing evidence that the main PLO has been achieved.

Six Mission-Directed PLOs: In addition to the program-specific outcomes, we have six mission-directed learning outcomes that are determined by our mission and values and reflected in the resulting meta-competencies expected for each WISR student across all WISR programs.

The more detailed articulation of these PLOs, and additional key indicators are:

- a) used by faculty in evaluating and documenting student learning—including being tracked and noted on a PLO spreadsheet in each student’s file, in paperwork placed in each student’s file when a faculty member has determined the achievement of the PLO and the evidence for the achievement of the PLO,
- b) used by students in becoming oriented to their degree program’s requirements, and in following the instructions in each course that students read and use to guide, and self-assess, for faculty review, and their progress in achieving the PLO,
- c) used by faculty in evaluating the progress and success of students as a whole in their learning at WISR. This approach is critical to our achieving the PLO.

These more detailed articulations of PLOs and indicators are found in our online courses, rubrics, curriculum maps and PLO tracking worksheets.

PARADIGM TO CONCEPTUALIZE DEVELOPMENT OF EXPERTISE—THE DREYFUS MODEL

The Dreyfus Model is used to evaluate the effectiveness of WISR’s degree programs and to integrate the achievement 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

And also: Chapter 5, Cases and Stories of Transformative Action Research. Bilorusky, J. Routledge Press, 2021.

ORIENTATION TO WISR

All entering MS in Education and Community Leadership students must enroll in a three semester credit hour 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 with more time spent in one-on-one mentoring sessions and small group seminar discussions is appropriate for them.

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 such as those resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of two 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 non-refundable \$200 re-enrollment fee when resuming their studies to re-register in the degree program they are pursuing or for the degree program in which they are taking courses.

GRADUATION REQUIREMENTS

- a) Thesis/Dissertation approved by the Graduation Review Board (GRB)
- b) All Required Courses completed
- c) Achieved all Program Learning Outcomes as confirmed by the GRB Chair

PROGRAM REQUIREMENTS

36 semester credit hours of required coursework, electives, and thesis.

REQUIRED COURSES:

Introductory Course—This required course must be taken first:

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

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 credit hours.

COURSE DESCRIPTIONS

[Required Courses that Include an Action-Research Lab](#)

MS 511: Action-Research Methods for Educators, Other Professionals and Community Leaders (5 semester credit hours)—This course must be the second course taken.

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 credit hours)

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 credit hours)

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 credit hours).

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 credit hours)

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 credit hours, each):

MS 571: Human Dignity and Humiliation Studies (3 semester credit hours)

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 credit hours)

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 credit hours)

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:

1. 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;

2. 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
3. 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.

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 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.

MS IN PSYCHOLOGY, MARRIAGE AND FAMILY THERAPY

MFT PROGRAM OVERVIEW

- **Required Units of Study: 67 Semester Credit Hours**
- **Length of Study (self-paced):** 2-3 years full time, 6 years part time
- **Tuition:** \$9,600 per year (See Tuition and Fees for a list of all fees)
- **Program Tuition:** 6 years: \$50,400; 3 years: \$25,200
- **Maximum Program Tuition:** \$57,600
- **Admission Requirement:** Bachelor's Degree
- **Enrollment Start Date:** First day of any month

MFT INTRODUCTION

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 67 semester credit hours of study in areas designated by the State of California for these licenses, and incorporates both State-mandated content and individualized studies.

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 (67 semester credit hours). 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 such as those resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of two 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 non-refundable \$200 re-enrollment fee when resuming their studies to re-register in the degree program they are pursuing or taking courses.

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. The required seminars are available by videoconference with students and faculty. Time is normally allowed to discuss issues, ideas and questions with one another.

MFT PROGRAM MISSION, LEARNING OUTCOMES AND MEASURES

MISSION AND CONTEXT

Program outcomes are guided by several important considerations:

First and foremost, WISR's MFT program curriculum—outcomes and evaluation—is guided by the standards and requirements articulated by the State of California licensing agency, the Board of Behavioral Science.

In addition, the MFT program curriculum—outcomes and evaluation—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.

Finally, in implementing the program curriculum 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.

MFT PROGRAM LEARNING OUTCOMES (PLOs)

Five MFT Program-Specific Learning Outcomes

A. The student will demonstrate that they:

1. Know how experts use research, and articulate and use 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.*
2. Evaluate key theories and methods of psychotherapy and marriage and family therapy.
3. Apply skills of conscious and deliberate planning, as indicated by making critical comparisons of alternative courses of therapeutic action.
4. 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.
5. Apply skills of doing an effective, critically-minded and comprehensive review of the literature in an area of special interest to the student.

*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. For example: Foundational and contemporary theories and methods of therapy; Psychopathology; Human Development; Cross-Cultural Counseling; Law and Ethics; among such other important areas as recovery-oriented care, crisis and trauma, addictions, sexuality, and child abuse assessment and reporting.

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

Six WISR Mission-Directed Program Learning Areas and Outcomes

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.

Demonstrate skills of clear and engaging written communication, effective oral communication and collaboration as indicated in their practicum and seminars and produce a thesis that is of sufficient quality to be considered seriously for professional publication.

G. Build Bridges to the Future.

Demonstrate an awareness of employment opportunities, in the field of Marriage and Family Therapy, or related professional counseling options, and 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 Program Learning 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.

How PLOs are Organized and Employed

Five Program-Specific PLOs: As a graduate institute, we require students to achieve five program-specific PLOs, each of which is quite substantial and complex, and not achieved through one single, simple indicator or outcome. Consequently, we have identified two to six or so indicators/more specific outcomes, which when attained, provide tangible and convincing evidence that the main PLO has been achieved.

Six Mission-Directed PLOs: In addition to the program-specific outcomes, we have six mission-directed learning outcomes that are determined by our mission and values and reflected in the resulting meta-competencies expected for each WISR student across all WISR programs.

The more detailed articulation of these PLOs, and additional key indicators are:

- a) used by faculty in evaluating and documenting student learning—including being tracked and noted on a PLO spreadsheet in each student's file, in paperwork placed in each student's file when a faculty member has determined the achievement of the PLO and the evidence for the achievement of the PLO,
- b) used by students in becoming oriented to their degree program's requirements, and in following the instructions in each course that students read and use to guide, and self-assess, for faculty review, and their progress in achieving the PLO,
- c) used by faculty in evaluating the progress and success of students as a whole in their learning at WISR. This approach is critical to our achieving the PLO.

These more detailed articulations of PLOs and indicators are found in our online courses, rubrics, curriculum maps and PLO tracking worksheets.

PARADIGM TO CONCEPTUALIZE DEVELOPMENT OF EXPERTISE—THE DREYFUS MODEL

The Dreyfus Model is used to evaluate the effectiveness of WISR's degree programs, and to integrate the achievement 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, 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 such as those resulting from health issues, family responsibilities or periods of financial hardship. Each leave of absence must be for a minimum of two 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 \$200 to re-register in the degree program they are pursuing or for the degree program in which they are taking courses--when resuming their studies.

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.

PROGRAM DETAILS

MS in Psychology Program Details—Requirements and Courses Program Details for Students Enrolling on or After August 1, 2012, or for other Students Completing the Master's After December 31, 2018.

MS in Psychology/MFT Program Details, Table of Contents

- Details about State Licensing
- Program Content, Descriptions of Courses, and Requirements
- Transfer of Credit and Admissions

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 credit hours of Advanced Study of Cross-Cultural/Multicultural Counseling and Needs/Issues with Special Populations, although it is strongly recommended that they do so anyway.

WISR offers required courses that are also personalized by faculty working closely with each student, along with two seminars per month by videoconference. 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] (for those seeking the MFT license and at: https://www.bbs.ca.gov/pdf/publications/pcci_faq.pdf (for those seeking the LPCC license)]. For example, as of January 2023, note that those seeking the MFT license must have at least 150 hours of face-to-face counseling experience in their Practicum and those seeking the LPCC license must have at least 280 hours of face-to-face counseling in their Practicum.

In the oral exam, upon completion of this course, 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 official BBS documents.

For further information, 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 expected to keep up to date by consulting with the BBS website frequently and by joining, and participating in, 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.

Highlights of MFT 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 on the detail, February 2020: https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf
3. The State requires 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 . . ."
4. To obtain the license, one must pass an initial written exam (on law and ethics) and a subsequent written clinical vignette exam which has replaced the oral exam.

Further details about MFT licensing requirements can be found at:
https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf

Details about the licensing requirements for the LPCC license can be found at:
https://www.bbs.ca.gov/pdf/publications/pcci_faq.pdf

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.

FINDING AND SECURING A REQUIRED PRACTICUM

WISR Faculty believe that it is in each student’s interest that they take responsibility for seeking out and establishing a Practicum site (necessary to their fulfilling the Practicum Requirement at WISR). The reasons for this are that

1. Students themselves will likely benefit from finding a Practicum where, as best as possible, the hours for doing the Practicum at the site are compatible with the student’s responsibilities (e.g., work and family) and the student’s schedule.
2. Although students may not always be able to find a Practicum where they are able to work with their preferred client population (if they have a preference), they may in some cases be able to do so. Some students try to find a Practicum site where they may be able to work with some variety of clients.
3. Of course, students must find a site that is geographically compatible—although some students may be able, or willing, to drive further to a Practicum site than others.

Still, WISR faculty give students advice and guidance in how to find Practicum Sites, and WISR has begun to develop a database of some Practicum options as well as of guides to possible Practicum sites. Sometimes WISR faculty are able to share with students some of their contacts—to help students in “networking” with professionals and organizations when they are looking for Practica.

WISR students should keep in mind several considerations about when they plan to start their Practicum:

1. They can only do so, after they have completed the following six courses, and have passed their Practicum Readiness Review with two WISR MFT faculty. The courses are: Theories and Methods of MFT Part 1 (MFT 551); Research Methods (MFT 513); Theories and Methods of MFT Part 2 (MFT 553); Psychopathology (MFT 559), Cross-Cultural Counseling (MFT 563) and Professional Ethics and Law (MFT 567).

2. Many Practica only accept new trainees at the beginning of the academic year (summer to early fall), and consequently, students should plan to become Practicum eligible prior to their anticipated last Fall in the Program and with at least a year left to complete their academic studies (this may often mean that students should seek and establish a placement in a Practicum at least a year before graduation, and in some cases more than a year prior to graduation, keeping mind that it is often difficult to obtain a Practicum placement at times other than summer/early fall).
3. Further, students should anticipate spending at least several hours per week, for three or so months, to do the networking and exploration of options to successfully line up a Practicum.

Again, WISR faculty will provide students with information and assistance, but students should know that ultimately, their success will depend on their own efforts to establish placement in a Practicum.

Students living in the Bay Area have the opportunity to get their Practicum hours at WISR's Center for Child and Family Development—working with low-income students in a participating San Francisco or East Bay school.

In WISR's long history, there has never been a student who has not been successful in obtaining a meaningful practicum, but still, being aware of the above considerations will prevent each student from risking a delay in their timely graduation.

PROGRAM CONTENT

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.

GRADUATION REQUIREMENTS

- a) Thesis/Dissertation approved by the Graduation Review Board (GRB)
- b) All Required Courses completed
- c) Achieved all Program Learning Outcomes as confirmed by the GRB Chair

PROGRAM REQUIREMENTS

67 semester credit hours of required coursework, electives, and thesis.

COURSE DESCRIPTIONS

DESCRIPTIONS OF REQUIRED COURSES

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 credit hours)—This must be one of the first two courses pursued (along with, or just before or after MFT 513)

Introduction to theories and methods of marriage, family and child counseling, individual professional counseling and to licensing requirements in California. 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 credit hours)**

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 credit hours)

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, tele-health/tele-therapy, 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 credit hours)—This must be one of the first two courses pursued (along with, or just before or after MFT 551)

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 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 credit hours)

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 credit hours)

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. Effective March 2023, students are expected to complete this course prior to beginning the practicum.

MFT 561: Human Sexuality (3 semester credit hours)

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 credit hours)

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. Effective March 2023, students are expected to complete this course prior to beginning the practicum.

MFT 567: Professional Ethics and Law (3 semester credit hours)—This must be the third course pursued, and must be completed to be eligible for the Practicum. Required prior to starting the Practicum.

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 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 credit hours)

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 credit hours)

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 credit hours*)—To be eligible to be considered to enroll in the Practicum, the student must first complete MFT 513, MFT 551, MFT 553, MFT 559, MFT 563 and MFT 567, and then participate in a Practicum Readiness Review conducted by two WISR MFT faculty.

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. The course involves a minimum of 306 hours of Supervised Practicum, and the Practicum must include 150 hours of face-to-face/direct client counseling, and for those wishing to also qualify for the LPCC license, the Practicum must include 280 hours of face-to-face/direct client counseling.

*Credit: Minimum of 6 semester credit hours 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 credit hours)

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 ELECTIVES

MFT 565: Theories of Social Analysis and Change for MFTs (4 semester credit hours)

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. [Elective course, but strongly recommended. Can count as Advanced Study for LPCC students.]

Elective Courses for MFT Students That Are Required for LPCC Students

These courses are required for students pursuing the LPCC license. They are electives for all other MFT students.

MFT 583: Career Development (3 semester credit hours)

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 credit hours)

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 credit hours)

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 credit hours] counts toward credit hours of advanced study for LPCC requirements.

EDD IN HIGHER EDUCATION AND SOCIAL CHANGE

EDD PROGRAM OVERVIEW

- **Required Units of Study:** 60 Semester Credit Hours
- **Length of Study (self-paced):** 3-4 years full time, 6 years part time
- **Tuition:** \$9,600 per year (See **Tuition and Fees** for a list of all fees)
- **Program Tuition:** 6 years: \$50,400; 4 years: \$33,600
- **Maximum Program Tuition:** \$57,600
- **Admission Requirement:** Master's Degree or 30 units graduate study at an accredited institution
- **Enrollment Start Date:** First day of any month

EDD INTRODUCTION

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 credit hours of doctoral level, predissertation study, with a combination of required coursework and personalized studies, followed by a dissertation (15 semester credit hours) for a total of 60 semester credit hours of study. 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.

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 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 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 credit hours of course work, with extensive opportunities throughout to pursue personalized interests and studies during the course work, the student completes their program by conducting action-oriented research and writing a dissertation (15 semester credit hours, for a total of 60 hours) 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, OUTCOMES, AND EVALUATION OF THE DOCTORAL PROGRAM

MISSION OF THE 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's 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 learning outcomes are guided by several important considerations:

WISR's EdD in Higher Education and Social Change curriculum, including program outcomes and evaluation 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."

In addition, WISR's EdD in Higher Education and Social Change curriculum, including program outcomes and evaluation 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.

Finally, in implementing the program curriculum 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.

EDD PROGRAM LEARNING OUTCOMES (PLOs)

Five EdD Program-Specific Learning Outcomes

- A. The student will demonstrate that they:
 1. Know how experts use research, and articulate and use theories, key concepts, and professional practices in adult/higher education, and the possible roles of education in societal change.*
 2. Evaluate key theories and methods of educational innovation and social change.
 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.
 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 knowledge 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.

*[Covering the following areas: Education for diversity and inclusiveness; Theories of education; Roles of education for social justice, human dignity, and environmental sustainability; Theories

and practices in higher education, professional education, and community-based popular adult learning.]

In addition to the above-mentioned EdD program-specific PLOs, EdD students must demonstrate the following mission-determined PLOs:

Six WISR Mission-Determined Program Learning Areas and Outcomes

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 dissertation.

C. Action-Research.

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

D. Multiculturalism and Inclusiveness.

Demonstrate an awareness of issues of diversity and inclusiveness, 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.

Analyze the connections of educational practices that are both impacted by and aimed at addressing various community or societal problems and challenges--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.

F. Communication and Collaboration.

Demonstrate skills of clear and engaging written communication, and of effective oral communication and collaboration, as indicated in action-research projects and in producing a dissertation 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 professional publication.

G. Build Bridges to the Future.

Demonstrate an awareness of employment opportunities, or if they prefer, meaningful volunteer opportunities, and begin building bridges, i.e., specific action steps, to their post-graduate involvements, especially as indicated in their action-research projects and Doctoral Dissertation.

Evaluation of Program Learning 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.

How PLOs are Organized and Employed

Five Program-Specific PLOs: As a graduate institute, we require students to achieve five program-specific PLOs, each of which is quite substantial and complex, and not achieved through one single, simple indicator or outcome. Consequently, we have identified two to six or so indicators/more specific outcomes, which when attained, provide tangible and convincing evidence that the main PLO has been achieved.

Six Mission-Directed PLOs: In addition to the program-specific outcomes, we have six mission-directed learning outcomes that are determined by our mission and values and reflected in the resulting meta-competencies expected for each WISR student across all WISR programs.

The more detailed articulation of these PLOs, and additional key indicators are:

a) used by faculty in evaluating and documenting student learning—including being tracked and noted on a PLO spreadsheet in each student’s file, in paperwork placed in each student’s file when a faculty member has determined the achievement of the PLO and the evidence for the achievement of the PLO,

b) used by students in becoming oriented to their degree program’s requirements, and in following the instructions in each course that students read and use to guide, and self-assess, for faculty review, and their progress in achieving the PLO,

c) used by faculty in evaluating the progress and success of students as a whole in their learning at WISR. This approach is critical to our achieving the PLO.

These more detailed articulations of PLOs and indicators are found in our online courses, rubrics, curriculum maps and PLO tracking worksheets.

PARADIGM TO CONCEPTUALIZE DEVELOPMENT OF EXPERTISE—THE DREYFUS MODEL

The Dreyfus Model is used to evaluate the effectiveness of WISR's degree programs, and to integrate the achievement 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

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 competent expert are very important as a foundation for the development and learning toward being a proficient 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 “proficient” 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).

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 notetaking 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 typical 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.

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, EdD students first enrolling after September 1, 2018, may not take longer than a total of 10 years to complete their degree regardless of the amount of time spent on a leave of absence. Each leave of absence must be for a minimum of two 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 \$200 to re-register in the degree program they are pursuing or for the degree program in which they are taking courses--when resuming 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.

EVALUATION OF STUDENT PROGRESS AND GRADUATION REVIEW BOARDS IN THE DOCTORAL PROGRAM

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 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 the 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.

Here is the [rubric used for the written comprehensive exam](#).

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. Here is the [rubric for the oral comprehensive exam](#).

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.

Here is the [form used by faculty in evaluating the dissertation proposal](#).

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 they 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 the 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.

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

GRADUATION REQUIREMENTS

- a) Thesis/Dissertation approved by the Graduation Review Board (GRB)
- b) All Required Courses completed
- c) Achieved all Program Learning Outcomes as confirmed by the GRB Chair

PROGRAM REQUIREMENTS

60 total semester credit hours comprised of the following:

- A) 45 semester credit hours of coursework, including "Advancement to Candidacy" [Assessment of Student Learning and Plans for the Dissertation and Beyond] (2 credit hours), 28 semester credit hours of required courses, and 15 semester credit hours of electives.
- B) 15 semester credit hours for the dissertation

The following are required courses:

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

*Action-Research Methods for Scholarly, Professional and Societal Contributions (5 semester credit hours—must be the second course pursued after Learning the WISR Way)

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

*Advanced Studies in Multiculturalism (5 semester credit hours)

*Review and Assessment of Knowledge in One’s Particular Field(s) of Specialization (5 semester credit hours)

*Comprehensive Assessment--of Student Learning and Plans for Thesis and Beyond Graduation (2 semester credit hours) [must be completed prior to beginning the dissertation]

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

*At least one of the following three courses (5 semester credit hours 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 credit hours 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 [3 semester credit hours, required, first course at WISR--introduction and orientation course--this must be the first course pursued, unless the student has previously earned a degree at WISR, in which case another elective course may be substituted for this course]

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 [5 semester credit hours, required course; it is required that this be the second course taken]

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 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 [5 semester credit hours, required course]

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 [5 semester credit hours--students must take EDD 661, 662 or 663; a second one of these courses may be taken as an elective]

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 [5 semester credit hours, require course]

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 [5 semester credit hours--students must take EDD 661, 662 or 663; a second one of these courses may be taken as an elective]

This course is 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 [5 semester credit hours--students must take EDD 661, 662 or 663; a second one of these courses may be taken as an elective]

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 [5 semester credit hours--students must take EDD 661, 662, or 663; a second one of these courses may be taken as an elective]

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 [5 semester credit hours. This course, or EDD 681 or EDD 646 are required. It may also be taken with these other courses as an elective.]

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 [5 semester credit hours--student must take this course or either EDD 646, or EDD 671; a second of these three courses may be taken as an elective for the EdD).

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 690: Review and Assessment of Knowledge in One’s Field of Specialization [5 semester credit hours, required course]

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 [2 semester credit hours, required course; this course must be completed prior to pursuing the dissertation]

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 [15 semester credit hours, required course]

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 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 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.

Electives

EDD 689: Faculty Supervised and Guided Independent Study [3 - 5 semester credit hours, elective course]

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 Academic Dean. The criteria for approval and the options are as follows:

- A supervised internship, practicum and/or action-research lab, for 1 to 5 semester credit hours of elective credit.
- 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):

- Reading, critical reflection and analysis, and writing for 3 semester credit hours, or
- Reading, critical reflection and analysis, and writing, as well as a substantial action-research lab culminating in a term paper, for 5 semester credit hours

The independent study, however designed, must demonstrate an advanced level of creativity, innovation, inquiry or expert practice expected of doctoral level study.

Other Electives

Additional courses listed above may also be taken as electives depending upon which other courses the student has taken. To identify which courses are available as electives and under which conditions, see courses EDD 646, EDD 661, EDD 662, EDD 663, EDD 671, or EDD 681.

DISCONTINUED, PREVIOUSLY OFFERED DEGREE 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 credit hours, followed by a 12-semester unit dissertation. Previously enrolled PhD students must re-enroll by September 1, 2015, 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 credit hours (then more recently for 36 semester credit hours), 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 credit hours (then more recently for 36 semester credit hours) 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 credit hours) 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 contact WISR for the 2014 catalog.

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 credit hours of pre-dissertation study, followed by a dissertation (15 semester credit hours)—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.

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 AT WISR—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.

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 \$500.00 per semester credit hour. For MFT or LPCC courses for academic credit, the fee is also \$500.00 per semester credit hour. Courses vary in length, typically from three to five semester credit hours.

SEMINARS AND EVENTS

All classroom instruction is held online by videoconference.

LINK TO SEMINAR CALENDAR

Click here to find out about current seminars and other announcements.

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.

- 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.
- 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: RECORDING EVENTS AT WISR, WISR'S USE OF THE PHOTOS AND VIDEOS OF 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 can participate in seminars with faculty and staff by videoconference, most often using the services of Zoom. 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. 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 or more 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.
- Frequent seminars on the uses of technology in learning and in professional and community leadership.
- On occasion: documentary films, writing workshops, and other special events of interest 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.

CHECKLIST OF ASSIGNMENTS FOR MOST WISR ONLINE COURSES

TYPICAL COURSE ASSIGNMENTS

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 Spaces
- 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 credit hours, or less, this may often not be an assignment in these courses, and may occasionally vary
- For courses that are four (4) semester credit hours 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 outcomes. You should familiarize yourself with your degree program's learning 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 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

- Respond to a questionnaire, evaluating course and estimating the amount of time you spent engaged in various activities for the course
- The link for the questionnaire for each course is found toward the bottom of the home page for that course, under "assignments."
- 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@wizr.edu (John Bilorusky, President) and brian.gerrard@wizr.edu (WISR Academic Dean).

ADMISSIONS AND ENROLLMENT

Each prospective student should read and explore our website carefully, and in particular, should read the following sections of this catalog as first steps in learning about how to enroll at WISR:

CALENDAR AND ENROLLMENT

The Western Institute for Social Research (WISR) accepts applications for admissions to all of its degree programs year-round. To apply, students must not only submit the required paperwork, but they must also demonstrate that they have learned enough about WISR's offerings to make an informed decision as to whether WISR is the right choice for them. In summary, students may apply, be admitted, and begin study as of the first of any month and may complete their programs in any month. Programs continue year-round, although seminar activity is usually less in the summer.

ADMISSIONS CRITERIA AND PROCESS

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.

ADMISSION CRITERIA

For admission to a Master of Science program, an accredited Bachelor's degree is required. For admission to study for the Ed.D. Program, each student must have an accredited Master's degree, or a minimum of 30 semester credit hours 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:

- [NACES](#)
- [AICE](#)

ADMISSIONS INTERVIEW

As part of the application process, each applicant must discuss her or his background and objectives with WISR's President or Academic Dean. 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.

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. 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 Academic Dean 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. The "WISR Admissions Interview and Criteria Form," below, shows how much we place a priority on admitting those prospective students who understand WISR's learning methods and mission, whether or not a WISR degree is likely to aid them in achieving their future goal and who are likely to succeed in learning and pursuing an academic degree at WISR.

ADMISSIONS APPLICATION

Each serious applicant is asked to file a formal application for admission, by submitting the following:

- 1) an [Admissions Application and Interview Form](#),
- 2) transcripts of previous college-level study to verify that the student has met WISR's admissions requirements and to verify any transfer credit requested (transcripts must be submitted directly from the granting institution in order to be considered official),
- 3) two letters of recommendation from others who can attest to the student's readiness for further academic study and

4) 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.

EXCERPT FROM WISR’S ADMISSIONS APPLICATION AND INTERVIEW (CRITERIA) FORM:

To support each student in understanding and participating proactively in the admissions process, we have included here an excerpt from the form that will be used by WISR leadership during the admission interviews.

(To be filled out by WISR President and/or Academic Dean)

The student expressed why they chose to contact us:

The student was strongly encouraged to:

- Attend one or more seminars
- Speak with current students or alumni
- Speak with faculty members

For MFT Students only . . .

- Check with the BBS and/or CAMFT about any remaining questions about licensure
- Join the California Association of Marriage and Family Therapists
- Other: _____
- ALL OF THE ABOVE (if applicable)

The student satisfied each of the following aspects of their interview process:

The student demonstrates an understanding of:

- How the particular degree program is suited to their personal learning interests and career goals.
- The strengths and the possible limitations of learning at WISR, as well as the WISR degree.
- Alignment with WISR’s mission/values and how they translate into the program learning outcomes that are going to be expected of students in those programs.
- WISR’s academic emphasis on writing, self-directed learning, self-motivation, interaction and collaboration with others, and action-research.
- Student has met Technology Requirements

What's involved in studying at WISR (especially the above stated academic emphases), and whether this is a good fit with their learning style and the sorts of activities they enjoy.
as well as an understanding of . . .

FOR EDD AND MS LEADERSHIP STUDENTS, especially: The interdisciplinary nature of the program and also the opportunity and expectation to have about 30% of their work related to their personal interests and questions for inquiry, and possible future goals—that is, to relate their self-defined interests to the required content of their studies, includes the action-research projects and module assignments.

FOR MFT STUDENTS: The licensure process, professional career expectations, and how all this might relate to their own interests and questions for inquiry, and future goals.

ALL OF THE ABOVE (if applicable)

(check if the student has requested a disabilities accommodation, and answer below)

The student’s request for a disabilities accommodation has been reviewed by WISR’s leadership.

The student has been informed of what accommodations WISR can and cannot make (indicate in an attached memo or letter what, if any, accommodations WISR will be able to make).

The student understands and accepts the accommodations that can and cannot be made.

In conclusion . . .

(Yes or No) The student demonstrates a capability to benefit from pursuing a degree at WISR, based on the above demonstrated understandings, and based on the following (if applicable) additional information. (further comments if necessary . . .)

Received from Student:

MS/MFT Program and MS in Education and Community Leadership Program:

Application Form

Personal Statement

Transcript from accredited Bachelor’s Program (or verified equivalent foreign transcript)

Two reference letters

Edd Program:

Application Form

Personal Statement

Transcript from accredited Master’s Program or at least 30 semester credit hours of accredited graduate study (or verified equivalent foreign transcript)

Two reference letters

Students for Whom English is not their Native Language:

An earned degree from an institution where English is the major language for studies

An acceptable exam score (for details, go to: <https://wizr.edu/home/admissions/> then go to “Further Admissions Policies,” “Foreign Students” on that page.

Qualifying Criteria:

The student DID OR DID NOT satisfy the following program-specific and general admissions criteria:

Yes / No Submitted all qualifying documentation (see above)

Yes / No Satisfied all aspects of the interview process

Yes / No Made a tangible effort to attend seminars or speak with students, alumni, and/or faculty

Yes / No Demonstrated a capability to benefit from pursuing a degree at WISR.

Notes:

If “YES” to all of the above, the student may be admitted, and indicate the date of Admissions and the Projected Date of Enrollment: _____

Date of Admissions _____.

If “NO” to any of the above, please explain, and if applicable, select one of the following:

_____ No. WISR is Not a Good Fit for the Student (*state reasons in a separate letter to student and attach to this document*).

_____ The Student May Not Yet Be Admitted, but the Following Steps May Be Taken Before Making a Final Decision at this Time (for example: further conversations with the student, specific issues of concern for the student to consider and to discuss with a WISR official, obtaining further information from outside groups regarding their career options with a WISR degree, other ways for the student to obtain potentially relevant information to make an informed decision). (*state reasons, and needed steps in a separate letter to student and attach to this document*).

_____ The Student May Be Admitted on a Conditional Basis (state reasons and what, if any, the plans could be for reviewing the student for admissions to a degree program after a period of conditional study—*attach a page/memo to state reasons and plans*).

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.

Each applicant must discuss her or his background and objectives with WISR's President and/or Academic Dean. 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 WISR's President and/or the Academic Dean, 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.

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.

NOTIFICATION OF ADMISSIONS DECISION

When a student is admitted, they are notified by email by the President or Academic Dean who then complete the Admissions Application Interview Form, by signing with the date of admissions and the date of eligible enrollment.

If the student is denied admission, they are informed in writing by email mail from the President or the Administrative Dean with the reasons stated for denying them admission. Any student denied admission may appeal that decision to WISR's Board of Trustees.

If the prospective student is only to be admitted on a conditional basis, they are given a letter indicating this, and the letter will indicate the maximum allowable time of enrollment on the conditional basis (not to exceed a year), and they must discuss this option further with the President and/or AdD, so that the prospective student may make an informed decision whether or not to proceed with enrollment on this basis.

Before enrolling, students are asked to read study and sign WISR's Enrollment Agreement. Please call us if you would like to see the agreement before we officially start the enrollment process with you.

FURTHER ADMISSIONS POLICIES

CONDITIONAL 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 credit hours 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 conditional status for a specified, agreed on, period of time, not to exceed one year. Then, after a specified period of time enrolled on conditional 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 President and Academic Dean, sometimes in consultation with another faculty member, will decide which prospective students can only be admitted conditionally, 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 policy about “conditional 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 “conditional 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 \$250 enrollment fee (\$50 for an admissions fee and the \$200 fee to register in a degree program) unless and until they are accepted as a degree student. Foreign students whose native language is not English are not admitted if they fail to meet the English language proficiency requirements.

LIMITATIONS ON ENROLLMENT OF OUT OF STATE STUDENTS

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). Because the State of California has not signed the interstate agreement regarding distance learning, called "SARA", there are about half of the States in the USA where the requirements of those states preclude WISR, as a California distance learning institution, from enrolling residents of those states.

Because of its 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 states other than California 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. 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. 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, for the student to enroll at WISR, the student and WISR's President or AD 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 President will inform the prospective student, whether it is feasible and likely that WISR can make sufficient changes in the 12 months to accommodate their needs. The President will state in writing the reasons for this assessment, and further, if changes are stated as likely, the President 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

ESL INSTRUCTION NOT PROVIDED

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 President or Academic Dean, 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. They must meet the above standards.

ASSISTANCE WITH VISITING, BUT NOT THE I-20

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.

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 credit hours 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:

- [NACES](#)
- [AICE](#)

MFT Students: 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 21 semester credit hours 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 21 semester credit hours of transfer credit. Courses transferred for students entering the MFT program are evaluated by WISR's President or Academic Dean, 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. Only courses and credits for courses, that are clearly aligned with WISR's subject matter requirements and current coursework will be accepted for transfer credit.

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 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 Academic Dean, 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.

Doctoral Students: No more than 15 credit hours of doctoral level credit (only from accredited institutions) may be transferred toward Doctoral studies at WISR. Only courses and credits for courses, that are clearly aligned with WISR's subject matter requirements and current coursework will be accepted for transfer credit.

MS in Education and Community Leadership Students: No more than 12 semester credit hours (only from accredited institutions) may be transferred toward the MS in Education and Community Leadership. Only courses and credits for courses, that are clearly aligned with WISR's subject matter requirements and current coursework will be accepted for transfer credit.

WISR DOES NOT AWARD CREDIT FOR PRIOR EXPERIENTIAL LEARNING

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

ARTICULATION AGREEMENTS

WISR has not entered into any transfer or articulation agreements with any other college or university. CEC 94909(a)(8)(A); 5 CCR 71770

DISCLOSURES AND REQUIREMENTS FOR WISR STUDENTS—REGARDING ONLINE AND DISTANCE LEARNING

Upon enrollment, each student is asked to sign the following disclosure regarding online and distance learning:

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 Workspace for Education)—and real time interaction between students and faculty, and among students. The real time interaction occurs by phone or by internet. All WISR seminars are offered by video/audio conference (accessed by either phone or internet). In addition, most seminars are recorded and available later, online, through WISR's Google Workspace for Education.
2. When first enrolling at WISR, 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 by video conference. End of course oral exams and mid-program reviews are conducted by video conference. At each end of course oral exam, during mid-program reviews, and when meeting with the Graduation Review Board, a WISR faculty member confirms students' identity by comparing their government-issued photo ID (i.e., a driver's license, passport, or military identification) to the government-issued photo ID students submitted during the application process.
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 our students who are learning online, instruction centers on real time interaction between students and faculty—either by zoom, Google Meet, or phone conference. Instruction is further aided by asynchronous learning--by the use of online courses through the Google Workspace for Education, as well as sometimes by viewing WISR seminar videos online and by e-mail 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.** Students are responsible to back up 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!
5. **Students are required to respond to two to four annual surveys from WISR**—this is an 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.
6. **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.
7. WISR offers distance educational programs in which some instructions may not be offered in real time (as noted above). WISR shall transmit the first lesson (e.g., assignments in the initial course pursued by the student) 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.
8. The student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson is accessed 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 provided access to the first lesson and to related learning 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 30

days after the student's cancellation, using as the date of cancellation the student's notice of desire to cancel or withdraw.

9. WISR shall transmit access to all of the lessons and to other, related learning 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 and has signed all the enrollment agreements, 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, other 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 the vehicle by which all of the lessons and material are transmitted.

10. **Faculty feedback to student learning activities and assignments, such as the submission of 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, by phone or video conference twice a month, 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.

11. 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 that they are in this role, so that the understands that the student wishes for them to take on this role, and then have communicated that they are willing to do so.
 - The student should consult with their primary faculty advisor before beginning to work on a new course. In addition, generally it is recommended that students should

not work on more than three courses at a time without permission from their faculty advisor.

- The student should be familiar with WISR's policies and practices on Faculty Review of Student Progress (found in the catalog).

12. 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).

13. **Students have access to the online library database paid for by WISR. By the terms of our agreement with LIRN students cannot share login and password 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, 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@wizr.edu), WISR's President (johnb@wizr.edu), or another faculty member for guidance.

14. WISR students are expected to collaborate with other students at WISR, and these expectations and requirements are outlined in each course.

15. 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 with 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 pursuing studies with WISR's online courses, and best for most seminars.

16. Students should be prepared to spend about \$50 to \$100 on books (or e-books) for as many as 50 percent of the required courses.

In addition, all students are required to:

- 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 unless a student chooses a more expensive option.) 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;
 - Students will need a free public library card from a local library that provides card holders with access to Kanopy.com. The needs of students living outside the U.S. will be addressed on a case-by-case basis prior to enrollment.
17. WISR provides no English language services for those for whom English is their second language. Students that 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, must demonstrate sufficient proficiency in English through one of the assessments outlined in WISR's catalog and on our website. In addition, some students are allowed to enroll in one or two courses, and then after completing those courses, their proficiency and ease in handling the course(s) is assessed by WISR faculty before they are officially enrolled in a degree program.
 18. WISR Academic Integrity and Honesty Policy: 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.

Reporting Possible Violations: It is the responsibility of WISR faculty to be aware of, and report on, any possible violations. As noted above: "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." Also, the ongoing dialogue with students in combination with end of course oral exams, enable faculty to detect any possible violations.

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.

19. Finding and Securing a Required Practicum for your MFT Studies at WISR:

WISR Faculty believe that it is in each student's interest that they take responsibility for seeking out and establishing a Practicum site (necessary to their fulfilling the Practicum Requirement at WISR). The reasons for this are that

1. Students themselves will likely benefit from finding a Practicum where, as best as possible, the hours for doing the Practicum at the site are compatible with the student's responsibilities (e.g., work and family) and the student's schedule.

2. Although students may not always be able to find a Practicum where they are able to work with their preferred client population (if they have a preference), they may in some cases be able to do so. Some students try to find a Practicum site where they may be able to work with some variety of clients.
3. Of course, students must find a site that is geographically compatible—although some students may be able, or willing, to drive further to a Practicum site than others.

Still, WISR faculty give students advice and guidance in how to find Practicum Sites, and WISR has begun to develop a database of some Practicum options as well as of guides to possible Practicum sites. Sometimes WISR faculty are able to share with students some of their contacts—to help students in “networking” with professionals and organizations when they are looking for Practica.

WISR students should keep in mind several considerations about when they plan to start their Practicum:

1. They can only do so, after they have completed the following six courses, and have passed their Practicum Readiness Review with two WISR MFT faculty. The courses are: Theories and Methods of MFT Part 1 (MFT 551); Research Methods (MFT 513); Theories and Methods of MFT Part 2 (MFT 553); Psychopathology (MFT 559), Cross-Cultural Counseling (MFT 563) and Professional Ethics and Law (MFT 567).
2. Many Practica only accept new trainees at the beginning of the academic year (summer to early fall), and consequently, students should plan to become Practicum eligible prior to their anticipated last Fall in the Program and with at least a year left to complete their academic studies (this may often mean that students should seek and establish a placement in a Practicum at least a year before graduation, and in some cases more than a year prior to graduation, keeping mind that it is often difficult to obtain a Practicum placement at times other than summer/early fall).
3. Further, students should anticipate spending at least several hours per week, for three or so months, to do the networking and exploration of options to successfully line up a Practicum.

Again, WISR faculty will provide students with information and assistance, but students should know that ultimately, their success will depend on their own efforts to establish placement in a Practicum.

Students living in the Bay Area have the opportunity to get their Practicum hours at WISR’s Center for Child and Family Development—working with low-income students in a participating San Francisco or East Bay school.

In WISR's long history, there has never been a student who has not been successful in obtaining a meaningful practicum, but still, being aware of the above considerations will prevent each student from risking a delay in their timely graduation.

ACADEMIC POLICIES AND REGULATIONS

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 the criteria articulated in the course learning outcomes and the degree program outcomes. The degree program outcomes are organized in large part, according to learning outcomes 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 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, each student's learning portfolio develops a very substantial body of evidence about the student's learning and progress, 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.

RUBRICS USED BY WISR FACULTY

WISR implements a standardized process for the evaluation of student assignments through the use of assessment rubrics. These rubrics are designed to ensure student learning, provide consistency and fairness in grading, and continually evaluate and improve the curriculum and instruction at WISR. WISR uses rubrics and assessment methods that align with WISR's academic values, standards, and learning criteria.

WISR's rubrics comprise a network of documents. These documents provide 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. The primary form used to grade students includes a variety of rubrics used for evaluating different assignments. This form can be found at: https://docs.google.com/document/d/1jAZ7NCo0Fgl-jqjU9gPIFxG53wk1rfTZ/edit?usp=drive_link&oid=103123778365600072062&rtpof=true&sd=true

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 WISR's Complaint and Grievance Procedure in this catalog). 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.

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 by phone twice a month, or more often, when requested 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 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 15 hours of class time, and 30 hours of study time, in a more conventional program, or 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). So, 45 hours of “academic engagement” 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 credit hours 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:

They will become more conscious about what they learned, and about what did and didn't work well in their learning process;

They will begin to draft their narrative transcript; and,

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.

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, 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 did you hope to learn and accomplish during the course?

5. 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.
6. 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.
7. 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.
8. 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.
9. Describe your participation in WISR seminars, and/or formal or informal collaboration with other students, and 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.
10. Write a one paragraph (three to five sentences) abstract of the paper you wrote for the course.
11. 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.
12. 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?

13. 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.
14. 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'S POLICY ON ACADEMIC HONESTY AND INTEGRITY

PROCEDURES FOR MAINTAINING "AUTHENTIC LEARNING AND ACADEMIC INTEGRITY" AT WISR

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, and the thesis or dissertation, and 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 usually become aware of how readings, and interactions with 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.

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, thesis or dissertation. Indeed, such collaboration is encouraged, and quite importantly, 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.

REGARDING POSSIBLE VIOLATIONS

Faculty Access to Information about the Student's Conduct in Living up to WISR's Authentic Learning and Academic Integrity Honor Code

Faculty have continued and extensive opportunities to evaluate whether or not students are meeting the standards of academic integrity laid out in the "Statement Acknowledging and Committing to WISR's Authentic Learning and Academic Integrity Honor Code." Each student usually meets for an hour or so every two weeks with a faculty member. Generally, each student's learning efforts, interests and their written work are, over time, discussed frequently with one, and oftentimes two, faculty members. So, over the course of the student's studies at WISR, these faculty become familiar with the student's past experiences, current interests, and future goals, as well as with the student's main strengths and challenges, and their style of writing and discussing what they have been learning. Faculty not only converse extensively and continually with the student, but they also review and evaluate a large and varied body of written work from the student during each course—typically, more than a dozen essays on reading assignments, often a substantial term paper, an annotated bibliography, and two critically reflective self-assessments. All of this is further validated in an oral exam at the end of the course.

HOW FACULTY IDENTIFY POSSIBLE VIOLATIONS

It is the responsibility of WISR faculty to be aware of, and then investigate any possible violations of this Honor Code.

Faculty use the following measures to identify possible violations:

1) when the student's performance on an oral exam--at the end of each course, and in the two or more progress reviews during the student's studies—is either

a) inconsistent with the student's language in their written assignments, and/or

b) with the quality, depth and breadth of the student's knowledge and learning in their written in the oral exam is significantly inferior to their written submissions.

Then, in either of these cases, the faculty member should investigate further—by scrutinizing the student's written work, having a candid conversation with the student, and/or if necessary, seeking the opinion of another faculty member.

2) When some section of a student's written work does not seem to be in the student's voice. This triggers further investigation by the faculty member and additional dialogue with the student. Oftentimes, this results from reasons not related to an intentional violation of academic integrity.

a) The student may be accustomed to the requirements of many institutions of higher learning that they should mimic the style and language of what is found in their reading assignments.

b) Also, some students need instruction and guidance both in how to better paraphrase what others have written or said, and to be certain to cite others' work, even if not precisely quoted.

This latter category of possible violations is the most common, and occasionally noted, issue related to academic integrity at WISR. It does not reflect an effort by the student to be dishonest, but it does indicate a need for corrective action, so that the student learns the methods required to effectively paraphrase, and to understand the requirements to give credit to others when they make use of the knowledge, efforts and/or writings of others. It becomes a valuable occasion for instructing the student. Indeed, to aid this learning process, students soon learn that an important criterion underlying some of the rubrics by which they are evaluated is that they write and communicate orally in their own voice.

SUBSTANTIATED VIOLATIONS

When a faculty member determines that there has been an intentional violation of academic honesty and integrity, the work submitted will not be accepted for credit, and a second violation of this standard will result in dismissal from WISR.

Students who commit unintentional violations will receive instruction and assistance from WISR faculty—their main advisor, and WISR's designated faculty writing consultant, Dr. Sudia Paloma McCaleb. Generally, such instruction and support will aim to educate students who have not yet learned appropriate protocol for citing and referencing their sources of information, and/or who have not learned how to effectively paraphrase those whose ideas and information they wish to use, but without quoting them.

However, if after significant faculty efforts, the student persists in committing these types of violations, then the student work submitted will not be accepted for credit, and a second violation of this standard will result in dismissal from WISR.

APPEAL PROCESS

All such decisions are subject to student appeal first to WISR's Faculty, and then to the Board of Trustees, whose decision is final.

FACULTY REVIEW OF STUDENT PROGRESS

SATISFACTORY ACADEMIC PROGRESS, ATTENDANCE, WARNINGS, PROBATION, DISMISSALS, AND APPEALS

SATISFACTORY STUDENT PROGRESS AND FACULTY REVIEW OF PROGRESS

WISR's programs are online, personalized and self-paced. In this type of learning context, student attendance is not measured, rather, faculty work closely with each student to monitor and measure multiple dimensions of each student's learning progress.

WISR has three primary measures that it uses to ensure that students are able to achieve what it terms "Satisfactory Academic Progress" while remaining sufficiently engaged in their program and likely to complete it within the maximum time allotted.

Qualitative Measure: Pass/Withdrawn Grading

WISR defines demonstrating a competency (a grade of "pass") as a grade equivalent to 83%—a "B" or better (3.0 on a 4-point scale). Should a student maintain enrollment, they will receive a mark of "pass" on their permanent academic record for any courses in which they complete. This is because if student performance in a course falls below 83%, the faculty begin work directly with the student to address academic deficiencies until the student meets required standards. Students who are withdrawn from WISR receive a "withdrawn" grade. Withdrawn courses count toward the number of semester credit hours attempted. Semester credit hours are not earned when a student withdraws from a course.

Quantitative Measure: Attendance at One-on-One Faculty Meetings

Students are expected to meet with faculty in one-on-one sessions twice a month, and more if needed or requested by the student, for about an hour each session. WISR encourages students to ask for more time with faculty if it is needed. WISR considers student attendance at their meeting with faculty an indicator of the student's level of engagement in their studies.

This time in one-on-one sessions is in addition to small group sessions with the faculty member. Meeting times are determined on an individual basis with the intention to find a time convenient

to both parties. If the student fails to attend these meetings such that they are not averaging twice-monthly attendance, this will trigger a review of student progress in which the faculty discusses concerns with the student about their progress. This discussion will include exploring the possibility of the student receiving additional student services and support.

Quantitative Measure: “Progress Pace”

Students are expected to progress through their program at an acceptable minimum pace, in order to complete their program in the maximum time allowed:

- M.S. in Education and Community Leadership: Four years (48 months);
- M.S. in Psychology, /MFT: Six years (72 months);
- Ed.D. in Higher Education and Social Change: Six years (72 months).

Progress Pace Definition:

[Total number of months the student has been enrolled	Minus	Four months]	Divided By	[Maximum number of months expected for that program	Minus	Four months]
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*Four months is subtracted to account for a typically slower starting pace when students enter their program.

Example: A student who has been enrolled for 12 months in the EdD program, with an expected maximum time of 72 months, would be expected to have completed the following proportion of the required 60 semester credit hours:

12 months enrolled – 4 months = 8 months

72 months total – 4 months = 68 months

$8/68 = 11.8\%$ of the program completed in months

$.118 \times 60$ total semester credit hours ≈ 7 semester credit hours

The student is expected to have completed at least seven semester credit hours by month 12 of his/her program.

When Faculty Review Student Progress: The Semi-annual Review

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.

When reviewing student progress every six months, faculty monitor not only the pace of each student's progress using the calculation above, but their quality of engagement and coursework as well. 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.

Because additional qualitative factors may influence student persistence in their program over time, i.e., other than simply the quantitative measure above, WISR attempts to consider a wide range of factors that may affect student progress.

We term this additional level of assessment a "holistic review" of student performance. During the holistic review, faculty who have recently been working with a particular student share with other faculty their observations on:

1. the recent consistency with which students have been progressing in their coursework,
2. the quality of the student's coursework,
3. the extent to which they may be extraordinarily engaged in their WISR studies in various ways (which may include in some cases, integrating their WISR studies into their professional and/or community work).

If these additional qualitative criteria are met in positive ways, a student who is "behind" the pace of "good progress" may be deemed to be making "good progress" based on such a holistic review. On the other hand, a student who has completed the number of credit hours "expected" may be deemed to not be making "good progress" and in need of special faculty support and attention if their recent progress or quality of work has not been quite what we would expect.

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 it is realistic for the student to succeed in completing the program within the maximum allowable time.

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 absence 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 member can recommend review of a student's persistent lack of academic progress, or persistent failure to participate in mentoring sessions with a faculty member, to WISR Program Co-Directors and the Academic Dean (AD).

Appeals

If the student is disenrolled or placed on a leave of absence by the AD because they have judged that this is in the student's best interest due to their lack of engagement and/or progress in their studies, the student will be notified by email of the AD's decision and an attempt to call them by phone will be made. The student will have 10 days from the date of the email to appeal the AD's decision to the President. The student will be notified by email of the President's decision and an attempt to call them by phone will be made. The student will have 10 days from the date of the email to appeal the President's decision to the Board of Trustees. The decision of the Board of Trustees is final.

While the student is appealing the decision to place them on leave or withdraw, they will be given a refund of any unused tuition based on the AD's recommendation for a leave. The student will later re-pay the refund if their appeal of the leave of absence is upheld.

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 AD will review the student's request to be taken off 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 probationations, without then being subject to permanent dismissal.

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 non-refundable \$200 fee to re-register in the degree program they are pursuing or taking courses. 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:

- 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.]
- 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 credit hours 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 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.

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.

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.

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 credit hours 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 outcomes 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 much 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.

REPORTING POSSIBLE VIOLATIONS:

It is the responsibility of WISR faculty to be aware of, and report on, any possible violations. As noted above: “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.” Also, the ongoing dialogue with students in combination with end of course oral exams, enable faculty to detect any possible violations.

“Application of policy as noted above: 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.”

ONLINE FORUMS

All WISR students, as well as faculty and interested alumni, gain access to WISR’s Online Forum through WISR’s Google Workspace for Education.

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:

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.

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.

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 part 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”)
 4. 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 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) think more deeply about what they are reading, thinking about, or projects and papers that they are working on, and c) formulate content for the paper you are writing for that course. Several students have already indicated that they believe that having to write and submit these regular posts encourages them, and other students, to stay more regularly engaged in moving forward with their WISR work. It may give you additional “structure” to help you remain focused and not let time pass without being actively engaged in your 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 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 Workspace for Education, 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.

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 Academic Dean.

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.

TUITION AND FEES

TUITION

Tuition is \$9,600/year.* Students may make monthly payments of \$800, or if they prefer, perhaps for convenience, students may pay for more than one month in advance. However, 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 (letter or email) notice to WISR's President of their decision to withdraw. (See specific refund and withdrawal policies, below). Students graduate once they have been approved to graduate by their Review Board, and have submitted all of the required administrative paperwork.

***Effective November 1, 2024, WISR's tuition increased to \$9,600 per year. Monthly payments increased from \$700 to \$800/month.** This is the first tuition increase in 5 years, and WISR does not plan to have annual or frequent tuition increases.

TUITION COMPARISONS

At \$800/month, the annual tuition is under \$10,000/year (\$9,600/year) and comparable to state universities. (For example, two semesters—about 9-10 months of graduate education at San Francisco State is \$9,474 as of the printing of this catalog.)

HOW TO SIGNIFICANTLY REDUCE ESTIMATED TUITION

WISR's is a self-paced program. Students can complete their program in as little time as needed and thus reduce their total number of monthly tuition charges—in some cases by more than 50%. For example, many students complete the MFT Program in less than three years. This means that a student's total tuition may be far less than the maximum tuition charge if the student were to complete the program in less time than the 72 months (the number of months used to calculate maximum program tuition for the MFT Program). Some MFT students complete in less than 36 months. **This means that their total tuition charges are one half or less of the amount of the maximum tuition calculation quoted above.**

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 catalog and WISR's 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.

TOTAL CHARGES FOR THE FIRST YEAR OF EACH PROGRAM

Following is a schedule of total charges for the first year of each program. These include both institutional and non-institutional charges.

Program Titles	Enrollment Fee Nonrefundable	Educational Materials: Subscript. & Professional Memberships	Transcript, Diploma, Transcript Production, Thesis/ Dissert Copying Fees	*Student Tuition Recovery Fund (STRF) Nonrefundable	Books	Program Tuition	Total Charges for First Year Only
MS in Psychology, Marriage and Family Therapy Program	\$250	\$258	\$0	\$0	\$500	\$9,600	\$10,608
MS in Education and Community Leadership	\$250	\$258	\$0	\$0	\$300	\$9,600	\$10,408
EdD in Higher Education and Social Change	\$250	\$258	\$0	\$0	\$400	\$9,600	\$10,508

*STRF: \$0.00 for every \$1,000 of tuition rounded to the nearest \$1,000

MAXIMUM TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM

Following is a schedule of total, maximum charges for the ENTIRE educational program. These include both institutional and non-institutional charges. These charges assume that the student takes the maximum estimated time, or longer, to complete their studies—6 years or longer for the EdD and MFT programs and 4 years or longer for the MS in Education and Community Leadership.

Program Titles	Enrollment Fee Nonrefundable	Educational Materials: Subscript. & Professional Memberships	Transcript, Diploma, Transcript Production, Thesis/ Dissert Copying Fees	*Student Tuition Recovery Fund (STRF) Nonrefundable	Books	Program Tuition	Total Charges for ENTIRE Program
MS in Psychology, Marriage and Family Therapy Program	\$250	\$1,548	\$150	\$0	\$1,500	\$57,600	\$61,048
MS in Education and Community Leadership	\$250	\$1,032	\$150	\$0	\$900	\$38,400	\$40,732
EdD in Higher Education and Social Change	\$250	\$1,548	\$150	\$0	\$1,200	\$57,600	\$60,748

*STRF: \$0.00 for every \$1,000 of tuition rounded to the nearest \$1,000.

SCHEDULE OF TOTAL CHARGES:

TUITION FEES PER YEAR FOR ALL WISR DEGREE PROGRAMS:

\$9,600/year for all programs, with \$800 payable by the end of each month in which the student is enrolled, unless the student wishes to make additional or advance payments for their own convenience, and in any case tuition monies paid in advance are refunded when the student graduates, withdraws or takes a leave of absence:

- The Doctoral program in Higher Education and Social Change, 60 semester credit hours,
- The Master’s program in Psychology/Marriage and Family Therapy, 67 semester credit hours,
- The Master’s program in Education and Community Leadership, 36 semester credit hours.
- Single Course Student Tuition: Tuition is \$500 per semester credit hour.

MAXIMUM TUITION CHARGED IN EACH DEGREE PROGRAM:

The maximum tuition that any student can be charged during their studies in a WISR degree program, regardless of how long they are enrolled, is as follows:

- EdD Program: \$57,600.
- MS in Psychology/MFT Program: \$57,600.
- MS in Education and Community Leadership: \$38,400.

How Maximum Tuition Charge is Calculated

The base monthly tuition charged in a student's first Enrollment Agreement e.g., \$800/month, is used to calculate the maximum tuition charged in the student's program. That amount is multiplied by the maximum number of months (72 for EdD and MFT Programs and 48 months for the MS in Education and Community Leadership Program) and to that a \$250 enrollment fee is added. Subsequent tuition increases do not increase the student's maximum tuition cost.

Sample Calculation:

If a student enrolls in the MFT Program after November 1, 2024, the maximum tuition is calculated using the \$800/month charge: $\$800 \times 72 \text{ months} = \$57,600 + \$250 \text{ (enrollment fee)} = \$57,850$.

NON-REFUNDABLE CHARGES:

- Enrollment Fee: **The initial non-refundable enrollment fee is \$250**, unless the student cancels the agreement before the 7th day, or the first instructional session with a faculty member, whichever is later. \$50 of this fee is for the admissions application, and \$200 is to register in the degree program in which the student will be pursuing a degree or taking courses. When students re-enroll after taking a leave of absence, or a period of withdrawal, they pay a non-refundable \$200 re-enrollment fee. There is no reapplication fee when re-enrolling.
- STRF Fee: Non-refundable Student Tuition Recovery Fund fee (\$0.00 per \$1,000)--see *Student Tuition Recovery Fund* below for details.

OTHER FEES THAT A STUDENT WILL INCUR AT A FUTURE DATE:

Paid to WISR (institutional charges):

- \$75 transcript production and thesis/dissertation copying fee

Not Paid to WISR (non-institutional charges):

- Required Textbooks: \$75 per course (estimate, NOT paid to WISR—paid to book sellers)—maximum out of pocket costs for required books: \$900 (MS Ed & Comm. Leadership), \$1,500 (MS Psychology), \$1,200 (EdD).
- Required Professional Association Membership, typically less than \$150/year, unless the student chooses a more expensive option.
- Students will need a free public library card from a local library that provides card holders with access to Kanopy.com. The needs of students living outside the U.S. will be addressed on a case-by-case basis prior to enrollment.

OTHER WISR FEES THAT A STUDENT MAY INCUR AT A FUTURE DATE:

- \$25/official transcript after the first official transcript (which is free)
- \$50/official diploma
- For doctoral students: \$250 may sometimes be needed to pay WISR to contract with an outside expert in the area of their dissertation inquiry, to help guide them and serve on their Dissertation Review Committee.
- For Master's students: \$150 may sometimes be needed to pay WISR to contract with an outside expert in the area of their thesis inquiry to help guide them and serve on their Thesis Review Committee.
- LATE FEES: \$25-\$50: The first month in a fiscal year (July 1 - June 30) in which a student is late in making their tuition payment, they will be assessed a late fee of \$25. However, in any additional month(s) in that fiscal year in which the student is late or behind in their tuition payments, they will be charged a \$50/month fee. (For more details see section on Late Fees below).

TUITION INCREASES

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

The initial non-refundable enrollment fee is \$250, unless the student cancels the agreement before the 7th day, or the first instructional session with a faculty member, whichever is

later. \$50 of this fee is for the admissions application, and \$200 is to register in the degree program in which the student will be pursuing a degree or taking courses. When students re-enroll after taking a leave of absence, or a period of withdrawal, they pay a non-refundable \$200 re-enrollment fee. There is no reapplication fee when re-enrolling.

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 Finance Director (bookkeeper@wisr.edu) or President, either over the phone or by email. 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. 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 (LOA) at any time, with notice given, verbally or in writing, to the President, the Academic Dean (AD), the Administrative Dean (AdD), or a faculty member with whom they have been working. The minimum length of time for the LOA is determined by the AD according to the following guidelines: 1) for those experiencing major health issues,

mental health and stressful challenges, or especially challenging life circumstances, there is a two-month minimum period of time to be on leave, and the student may decide to re-enroll at any time after the two month period; 2) due to difficulties being sufficiently academically engaged, there is a two month minimum, with the re-enrollment date subject to approval by both the student and the AD; or 3) for other reasons such as vacation plans, financial/cash flow difficulties, or escalating job demands, then the leave must be for a minimum of 6 months. If the student is not satisfied with the minimum length of time (2 months vs. 6 months) determined by the AD, they may appeal to the President, and finally as a last option, to the Board of Trustees following the Appeal procedure below.

A LEAVE OF ABSENCE INITIATED BY WISR

To support student progress and achievement of program completion, WISR has developed student engagement monitoring policies and procedures. The intent of these is to a) enable faculty to promptly identify if a student may be disengaged from their program and then to b) evaluate with the student an appropriate course of action for resuming progress with their studies e.g., WISR's provision of additional support, taking a Leave of Absence (LOA), or withdrawal. WISR's LOA Policy allows the AD to proactively initiate a LOA beginning the first day of the month in which the AD determines that it's in the student's best interest to take a leave.

If a student is taking a LOA as a result of faculty review following the student having been identified as not having been engaged for a month, either the student, or the AD who has reviewed the circumstances surrounding their lack of engagement, may give the AdD notice that the student is to be granted a LOA, effective the first day of the month in which this review has taken place. Under this circumstance, the leave must be at least two months, and may end as soon as both the student and the AD, determine that the student is ready to be engaged in their studies and re-enroll.

When taking a LOA, students will only be responsible for tuition through the date on which their leave begins, and any overpaid tuition will be refunded on pro-rata per day basis, and within 30 days of the date of final determination by the AD.

STUDENTS WHO CANNOT BE REACHED

When WISR is investigating the potential need for a LOA the Program Director or AD will attempt to reach the student. If the student is unreachable for 15 days after the initial attempt to reach the student, the AD initiates a student withdrawal.

SUPPORT PLANNING

If additional resources are identified as being needed for a student with, or without, a LOA, the AD delegates to the Student Services Coordinator or the Program Co-Directors responsibility to

develop and implement a support plan for the student and report student progress to the AD every month until a final disposition is reached, i.e., the student's issues are resolved, the student returns to study from a LOA, or permanently withdraws.

SCHEDULING THE STUDENT RE-ENGAGEMENT REVIEW MEETING

If a student has been identified as potentially not being engaged in their studies for a month, they will be contacted by the Program Co-Director designated by the AD to set up a meeting (Student Re-engagement Review Meeting) to determine and discuss the next steps that will be most in the student's interests.

However, if when the Program Co-Director or AD attempts to contact the student and they do not respond within 15 days to discuss whether they should take a leave of absence or continue their studies with added support, then the student will automatically be withdrawn, effective the first day of the month in which they were identified as likely not engaged.

APPLICATION TO RETURN FROM A LOA

At the end of the LOA period, a student may apply to reenter WISR and their program by requesting a meeting with the AD. At this meeting the AD may decide to re-admit the student or decide that the student needs to extend their LOA.

APPEALS

If the student is disenrolled or placed on a leave of absence by the AD because they have judged that this is in the student's best interest due to their lack of engagement and/or progress in their studies, the student will be notified by email of the AD's decision and an attempt to call them by phone will be made. The student will have 10 days from the date of the email to appeal the AD's decision to the President. The student will be notified by email of the President's decision and an attempt to call them by phone will be made. The student will have 10 days from the date of the email to appeal the President's decision to the Board of Trustees. The decision of the Board of Trustees is final.

While the student is appealing the decision to place them on leave or withdraw, they will be given a refund of any unused tuition based on the AD's recommendation for a leave. The student will later repay the refund if their appeal of the leave of absence is upheld.

DURING A LEAVE OF ABSENCE

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 their 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 designated minimum period—he or she may re-enroll, if approved by the AD, and by paying \$200 (for them to re-register in the degree program they are pursuing or for the degree program in which they are taking courses) when resuming their studies (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 the AdD, or if necessary, 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 withdrawal may be effectuated by the student's written notice to the President, or verbal notice to a faculty member, the President or AdD, or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The student will receive a pro-rata refund of any tuition already paid toward days in which he or she will not be enrolled. If the student is disenrolled or placed on a leave of absence by the AD, because the AD and one or more faculty members have judged that this is in the student's best interest due to their lack of engagement and/or progress in their studies, the student may appeal this decision to the Board, whose decision is final.

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, prorated on a daily basis. 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. If a student withdraws within 60 percent of the EA, they are also entitled to a pro rata refund of \$200 of their \$250 enrollment agreement. 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.

SAMPLE REFUND CALCULATION

Student Enrollment Agreement began November 1, 2024 (and through October 31, 2025)

Days in Agreement: 365

Withdrew: April 1, 2025

Days Enrolled: 151

% Year Enrolled: 151 days divided by 365 days = 41.37%

Tuition owed: \$9,600 x 41.37% = \$3,971.52

If student had paid for six months when they withdrew (6 x 800) = \$4,800

Then the student would have a refund of \$4,800 (what they paid) - \$3,971.52 (pro rata portion for the number of days in the year they were enrolled) = \$828.48

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 as 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 four 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 \$200 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, and receive a full refund of all monies paid to WISR including the \$50 application fee and the \$200 enrollment fee, 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 of tuition. 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, you also have the right to a pro rata refund of \$200 of the \$250 enrollment fee.

DISTANCE EDUCATION CANCELLATION POLICY

The student shall have the right to cancel the enrollment agreement and receive a full refund within 7 days of the beginning of the agreement or before the first lesson and materials are received, or the first meeting with a faculty member, whichever is later. 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 Workspace for Education, a Learning Management System.
- 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 and obtain a refund of charges paid through attendance at the first instructional session, or the seventh day after enrollment, whichever is later. Such cancellation may be in writing to the President at WISR, 1812 San Pedro Ave., Berkeley, CA 94707. A full refund may be obtained by withdrawing within 7 days of the beginning of an enrollment agreement, or at the student's first instructional session, whichever is later. If a student withdraws after instruction begins and after the seventh day, 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 the \$250 enrollment fee. Notice of cancellation of an Enrollment Agreement may be in writing to WISR's President, and a withdrawal may also be effectuated by the student's oral notice or 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.

Any fee for the Student Tuition Recovery Fund (STRF) is charged, and collected from students who are California residents, at the time of enrollment. Students who meet the criteria outlined in the next paragraph, pay \$0.00 for every \$1,000 at this time.

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.

When students meeting the above STRF requirements enroll, re-enroll, or continue their enrollment into July and beyond into a subsequent fiscal year, they will be charged a non-refundable STRF fee. The STRF fee is \$0.00 for every \$1,000 tuition charged in their enrollment agreement (rounded off to the nearest \$1,000).

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

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, please consult the “Schedule for Total Fees” above.

STUDENT SERVICES AND OTHER GENERAL INFORMATION

STUDENT SERVICES

STUDENT SERVICES COORDINATOR

THE VALUE AND ROLE OF A STUDENT SERVICES COORDINATOR:

WISR's Student Services Coordinator specializes in helping students to address potentially unmet needs especially in relationship to their WISR degree studies. 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 President 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.

THE STUDENT SERVICES COORDINATOR:

This position is held by WISR Faculty member, Steven Pomerantz, EdD, LMFT (inactive). He can be reached by email at: steven.pomerantz@wizr.edu, or by phone at: (916) 774-6112.

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 also published on WISR's website. 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. Also, as a graduate faculty member, the Student Services Coordinator participates 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.

Information about: For information about the WISR Career Center 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 (510-655-2830; johnb@wizr.edu) or to WISR Board Chair, Marcia Campos (octav@aol.com), or the Student Services Coordinator, Steven Pomerantz (916-774-6112; steven.pomerantz@wizr.edu). In an emergency, dial 911 for immediate attention.

WISR COUNSELING REFERRAL GUIDE

WISR faculty are to use these guidelines, suggestions and resources when working with students who may be in need of professional counseling support and assistance. The entire guide may be accessed at: <https://wizr.edu/wp-content/uploads/2022/07/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.

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](https://www.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 at www.idealists.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) <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](https://www.amherst.edu/campuslife/careers/amherst-careers-in/government-nonprofit/picareers/careers/social%20activism)
- <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.ynnpn.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. 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.

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.

NETWORKING & CAREERS

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 WITH A STATE LICENSED DEGREE FROM WISR: POSSIBILITIES AND LIMITATIONS

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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.

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 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 catalog attest to these successes.

ACADEMIC RESOURCES AND LIBRARY

STUDY AND MEETING SPACE

Since September 30, 2022, WISR has occupied three rooms at 1812 San Pedro Ave., Berkeley, CA 94707—to house our administrative and student files, as well as our library, and to conduct our administrative activities and meetings. There, WISR has access to large meeting room spaces for seminars and special events, as well as kitchen facilities, and common area socializing and meeting small group meeting spaces in a beautiful, Julia Morgan-designed building that is the home of three religious congregations, the Andrew University adult learning institute, and the Ashby Village community center for seniors. The building is located in the Thousand Oaks neighborhood in the north part of Berkeley at 1812 San Pedro Ave., near the Solano Ave. commercial street.

WISR has been located in the city of Berkeley since 1980, and this new site is accessible for disabled persons. The building has ADA-compliant bathrooms. The larger seminar/meeting space will accommodate more than 50 participants and will not only be used for seminars, but for such special events as WISR graduation ceremonies. In addition, this 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 multiculturalism. 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@wizr.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.

For the vast majority of our students who are California residents, the best way to access to online library databases from their 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 many other California public libraries. 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 to a major public library that will provide them with viewing access to education videos through Kanopy.com.

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@wizr.edu) or WISR's President (johnb@wizr.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@wizr.edu) or Librarian (cynthia.roberson@wizr.edu).

Also, faculty regularly give students guidance and “tips” on affordable, and sometimes, free, ways to access valuable resources. Here are some examples . . .

1. 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_3fzP3sQCFdKlfgod24UAHQ Discount code: SAVE25P | And other groups like these are emerging such as “Oyster.”
2. 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>
3. 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/>
4. 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.
5. 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.
6. 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.

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.

COMPLAINT AND GRIEVANCE PROCEDURE

OVERVIEW

The Western Institute for Social Research (WISR) values its students, faculty, staff, and board members and their educational, social and cultural experience. In keeping with our values of social justice, diversity, and collaboration, we take seriously what you bring to our attention. The procedures outlined here ensure that you have the opportunity to work with WISR regarding complaints or concerns about an action or inaction by a member of the WISR community in order to find a fair and just resolution. You are encouraged to first attempt to resolve your complaint using the “Within-WISR” procedures that immediately follow. No one will be subjected to adverse actions by any WISR officials as a result of initiating a complaint.

ACADEMIC GRIEVANCE

STUDENT COMPLAINT/GRIEVANCE PROCEDURE AND POLICY

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.

The following procedure should be followed if a student has a complaint (grievance) about any member of the WISR community (faculty, staff, Board member or student).

Step 1: First, they should attempt to resolve their complaint directly with the person concerned by communicating with them verbally or in writing (this includes email). When submitted in writing a simple, specific statement about the issue to be resolved should be sufficient. Any such person contacted shall attempt to resolve the student’s complaint as soon as possible. A reasonable amount of time must be given to allow the person to whom the complaint is delivered to respond to the complaint. Every effort should be made to resolve the complaint at the lowest possible level.

If the complaint is about the program Director, the student should submit their complaint in writing to the Academic Dean. Alternatively, before proceeding to step 2, the student may request that the Coordinator of Student Services first try to mediate for a solution to the matter.

Step 2: If the complaint is not resolved within a reasonable amount of time, the student may request, in writing or email, to their program Director (Director of the EdD in Higher Education and Social Change, Director of the MS in Education and Community Leadership, or Director of the MS in Psychology/MFT) that they mediate a solution to the complaint.

Step 2a: The Coordinator of Student Services is an additional person, beyond the Board Chair and the President 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.

Step 3: If the student's complaint is not resolved at Step 2, the student may appeal in writing to the President of the Institute. In matters of the evaluation of a student's academic work, the student, in consultation with the President, may request that another faculty member, qualified in the area of study, evaluate the student's work. 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 Academic Dean will 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.

Step 4: Grievances not resolved by agreement between the student and the President of the Institute, or if applicable by the Academic Dean, then the student's complaint may be submitted to the WISR Board of Trustees for a final decision by the Institute.

NON-STUDENT COMPLAINT/GRIEVANCE PROCEDURE AND POLICY

The following procedure should be followed if a WISR non-student member has a complaint (grievance) about any member of the WISR community (faculty, staff, Board member or student).

Step 1: First, they should attempt to resolve their complaint directly with the person concerned by communicating with them verbally or in writing (this includes email). When submitted in writing a simple, specific statement about the issue to be resolved should be sufficient. Any such person contacted shall attempt to resolve the complaint as soon as possible. A reasonable amount of time must be given to allow the person to whom the complaint is delivered to respond to the complaint. Every effort should be made to resolve the complaint at the lowest possible level.

Step 2: If the complaint is not resolved within a reasonable amount of time, the WISR community member may request in writing, that the Academic Dean or the Administrative Dean mediate a solution to the complaint. If the complaint is about the Academic Dean or the Administrative Dean, the member should submit their complaint in writing to the President of the Institute.

Step 3: If the complaint is not resolved at Step 2, the member may appeal in writing to the President of the Institute. If the complaint is about the President, the member may submit a complaint in writing to the Chair of the Board of Trustees.

Step 4: Grievances not resolved by agreement between the member and the President of the Institute, or by the Chair of the Board, may be submitted to the WISR Board of Trustees for a final decision by the Institute.

OUTSIDE-WISR OPTIONS

FOR STUDENTS LIVING INSIDE OF CALIFORNIA:

If you feel you are unable to resolve the complaint through informal and formal steps taken within WISR, you may contact the following oversight agency, the Bureau for Private Postsecondary Education, at any time by calling (888) 370-7589 [toll-free] or by completing a complaint form at <https://www.bppe.ca.gov/enforcement/complaint.shtml>. 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.

Bureau for Private Postsecondary Education (BPPE)

Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Telephone: (916) 431-6924; FAX: (916) 263-1897 Website: <http://www.bppe.ca.gov>

FOR STUDENTS LIVING OUTSIDE OF CALIFORNIA:

View the Consumer Complaint Information contact list for your state.

SEXUAL ASSAULT VICTIM INFORMATION

All sexual harassment or assault incidents are to be reported immediately to the WISR President, John Bilorusky (510-655-2830) johnb@wizr.edu, to WISR Board Chair, Marcia Campos (octav@aol.com) or to the Student Services Coordinator, Steven Pomerantz (steven.pomerantz@wizr.edu). In an emergency, dial 911 for immediate attention.

ABOUT THIS CATALOG

This catalog is available online at www.wisr.edu under the navigation tab “catalog.”

WISR no longer routinely prints a hard copy catalog. 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 catalog format, **we have made an electronic catalog available in pdf format. Furthermore, anyone who would like a hard copy of that electronic catalog may request it, by sending a check for \$10 and a letter via USPS mail to: WISR, attention: catalog request—1812 San Pedro Ave., Berkeley, CA 94707.** Any person wishing to enroll may request a free, hard copy of the catalog as well.

Catalog Dates: This catalog was last updated November 18, 2024, and will be in force until June 30, 2025, 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@wizr.edu

WISR

1812 San Pedro Ave.
Berkeley, CA 94707

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) 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.

Since 1975, 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:

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:

The theme of “mental discipline” (the rigid learning by rote found in many private, fundamentalist, church-affiliated colleges).

The theme of “liberal culture” (the liberal arts tradition of many elite private colleges that embraced enlightenment philosophy of the 17th/18th century)

The theme of “utilitarianism” as embodied in the Land Grant colleges.

The theme of research and development of knowledge in 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 nearly 50 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, and in ways that provide hope that a creative synthesis can be achieved among themes, if they are practiced critically and judiciously, 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]